DOCUMENT RESUME

ED 365 649 SP 034 935

AUTHOR	Haselkorn, David; Calkins, Andrew
TITLE	Careers in Teaching Handbook.
INSTITUTION	Recruiting New Teachers, Inc., Belmont, MA.
REPORT NO	ISBN-1-884139-02-7
PUB DATE	93
NOTE	132p.
AVAILABLE FROM	Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 100, Belmont, MA 02178.
PUB TYPE	Books (010) -- Guides - General (050)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Beginning Teachers; *Career Choice; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Job Search Methods; Licensing Examinations (Professions); *Minority Group Teachers; Secondary School Teachers; Teacher Attitudes; *Teacher Certification; *Teacher Education Programs; *Teaching (Occupation)

ABSTRACT

This handbook provides information and offers guidance and resources to help those who have expressed an interest in the teaching profession. The publication is organized into six chapters as follows: (1) "A Snapshot of the Profession" (why people choose to teach, the need for teachers, school reform and the nation's future, and what teachers like and don't like about their profession); (2) "Preparing To Be a Teacher" (the role of professional training, what's involved in teacher education, choosing a program that will suit one's needs, teacher demand by discipline and grade level, and financial aid for teacher education); (3) "Teacher Licensure and Certification Today" (why states license new teachers, teacher licensure vs. teacher certification, the licensure process, what to expect from standardized tests, and benefits and drawbacks of "alternative licensure" programs); (4) "Opportunities for Persons of Color" (the shortage of teachers of color, why diversity in the teaching profession is important, resources, scholarships, and contacts for persons of color); (5) "Finding a Job in Teaching" (where teacher demand is high, how to conduct a job search, what schools and districts look for, and working in nonpublic schools); and (6) "Making the Most of a Career in Teaching" (why most teachers are satisfied with their career, improving conditions for teachers, how good teachers retain their enthusiasm, and teachers' roles in local and national school reform). A closing essay "A Teacher's Story" by Janice Anderson Connolly is included. Each section provides useful information, resource lists, and/or address lists. (LL)

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CAREERS IN TEACHING HANDBOOK

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RECRUITING NEW TEACHERS, INC.

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THE RECRUITING NEW TEACHERS, INC.

CAREERS IN TEACHING HANDBOOK

Written and Edited by
David Haselkorn and Andrew Calkins

Published and distributed as a public service of
RECRUITING NEW TEACHERS, INC.
Belmont, Massachusetts

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ISBN 1-884139-02-7

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RECRUITING NEW TEACHERS, INC.

Recruiting New Teachers, Inc., a non-profit organization founded in 1986, aims to raise esteem (and thereby public support) for the teaching profession and attract new candidates to teaching careers by portraying the profession as one of influence and power through public service ads and other outreach programs. RNT's "Reach for the Power: Teach" and "Be a Teacher. Be a Hero." PSA campaigns have attracted more than $165 million in donated advertising and generated more than 800,000 inquiries from prospective teachers—making RNT the most successful direct response campaign in the 50-year history of the Ad Council. Recently, RNT has also begun to serve an important role in the policy arena as a catalyst and convener around issues of human resource development in education.

RNT gratefully acknowledges the leadership support of the following foundations and corporations, without whom the development and publication of this *Handbook* would not have been possible: the DeWitt Wallace-Reader's Digest Fund; Ford Foundation; Pew Charitable Trusts; Lilly Endowment; and Christian A. Johnson Endeavor Fund. RNT also acknowledges with deep appreciation the contributions of the Annenberg Foundation; Prudential Foundation; Hearst Foundation; Ameritech Foundation; Rockefeller Brothers Fund; Time Warner, Inc.; Mobil Foundation; and the Chase Manhattan Bank.

In addition, the authors would like to express their deep appreciation to the members of the *Handbook's* National Advisory Board *(page vi)*, whose careful scrutiny and well-considered advice were invaluable allies in the development of this publication; and to the many teachers and other educators, writers, and consultants who played important roles in helping to shape the *Handbook's* scope, content, and design.

AN OPEN LETTER

to Readers of RNT's *Careers in Teaching Handbook*:

> *"These are teachers.*
> *But to the kids they've reached,*
> *they're heroes. They've given them hope.*
> *They've given them choices.*
> *They've changed their lives."*

You may recognize these words—along with some of the teachers whose faces grace this page. They appear in a series of public service ads that Recruiting New Teachers, Inc. has sponsored as part of its campaign to help build a skilled, dedicated, and diverse teacher workforce for America's schools.

You have expressed an interest in knowing more about what it takes to teach. Whether you are considering teaching as a new career or a first one; trying to decide on college or post-graduate plans; working to obtain a teaching license or find a teaching job; or even if you're already a working teacher and are simply looking for ways to enrich the teaching experience, this *RNT Careers in Teaching Handbook* offers guidance and resources that should help.

To find the portions of the *Handbook* that will be most relevant to your own needs, please turn to the guide on page 1. But if you're truly interested in becoming a teacher, we encourage you to read the entire book. Teaching is a complex, intellectually challenging profession—and one that is evolving today in quite fundamental ways. It deserves (and demands) teachers with deep understanding and commitment to the profession, as well as to the children and society it serves.

You've taken an important step on a pathway into teaching and towards a potential career of significance, satisfaction, and meaning. Congratulations; good luck; and thank you. Teaching is the profession that shapes America's future. We hope you will be the kind of teacher who shapes a better future for us all.

Yours sincerely,

David Haselkorn

David Haselkorn
President, Recruiting New Teachers, Inc.

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PHOTOGRAPHS OF TEACHERS

The editors would like to express their deep appreciation to David Marquis and Robin Sachs, co-authors of *I am a Teacher*, published by Simon & Schuster in 1990. Most of the photographs of teachers that appear in this *Handbook* first appeared in *I am a Teacher*, a wonderful tribute in words and pictures to America's teachers. The book is still available in paperback through local booksellers.

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How to Use This Handbook

If you would like to know . . .	See especially. . .
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Why the need for new teachers will increase as we move through the 1990s:	"The Need for Teachers" (6-7)
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How to meet the challenge of the first year in the classroom:	"Meeting the Challenge of the First Year" (104-105)
How teachers are playing leadership roles in helping to reform and improve the nation's schools:	"Teachers as Leaders of School Reform" (108-110)

1

A Snapshot of the Profession

Teaching is the essential profession—the one that makes all other professions possible. But in the United States of the 1990s, teaching is also a profession undergoing tremendous change. Methods are changing as we discover more about how children learn; classrooms are changing along with the demographics of our society; schools are changing as educators strive to meet all of the new challenges and responsibilities they are being asked to shoulder.

In this chapter of the *RNT Careers in Teaching Handbook*, you'll learn about the state of the teaching profession today. You'll learn why people choose to teach; why the nation has such a critical need for good new teachers; and what conditions you can expect to find in the classroom, once you're in it.

WHY TEACH?

Why do people teach? Their reasons range from the inspiration of a favorite teacher of their own . . . to a sense of commitment to community or nation . . . to an intellectual fascination with a given discipline such as English literature or the physical sciences.

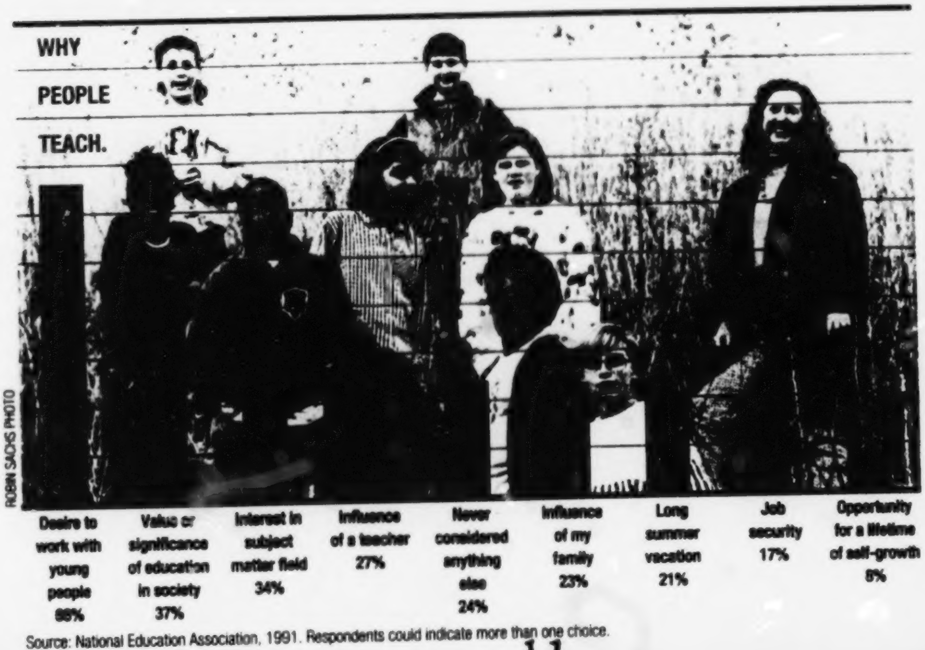
But the most important reason, by far, is the desire to work with children—to help them grow, and learn; to make a difference in their lives. *(See chart.)*

From a distance, teaching can seem simpler than it really is. Perhaps that's why so many new teachers (as many as 30 percent) leave the profession sometime in their first five years.

But as any truly dedicated teacher will tell you, the profession is in fact a tremendously demanding one—and is especially so, today. Teachers are called upon to reach dozens, and in some cases, hundreds of children every day . . . teach an ever-expanding curriculum in often limited class time . . . maintain order in occasionally difficult circumstances . . . spend evenings and weekends grading papers and planning lessons . . . remain up-to-date with an endless array of administrative tasks . . . and keep current on reforms and advances in their profession in whatever time remains.

Watch that same dedicated teacher, though, say goodbye to a class at the end of term, or welcome a new class in the fall. Listen to that teacher lead a class in spirited debate, or reward a student who has worked hard and come through. You'll see a professional who is utterly absorbed in creative, demanding, fulfilling work.

Who could ask for more?



Source: National Education Association, 1991. Respondents could indicate more than one choice.

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Why I Teach.

IRASEMA ORTEGA-CRAWFORD

It's the sparks.

Every time my students get excited about learning something new, I see sparks shooting from their eyes. And though I could fill a book with everything I have to say about the rewards of teaching, the chance to do something meaningful and fulfilling with my life, whenever I'm asked why I became a teacher, that's always the first and best thing that comes to mind. The sparks.

Even though I did not start out to be a teacher, I have always had some affinity for teaching and a passion for learning. In the schools of my native Venezuela, I had excellent teachers—wonderful individuals who loved to teach and challenge as they passed the torch of knowledge to us, their students. To this day, any time a teacher in Venezuela enters a classroom, all of the students stand up, out of respect for *el maestro.* My father was a teacher, and I knew, back then, that someday I would become one, too.

Then I moved to the U.S.—and all I heard was "Those who can't, teach," and "But Ira, you can do better than that." So, after college I went to work at a university research lab. The little flame, that love for sharing, didn't die, but it was pushed to the background. I felt like an island—totally disconnected, fearful and yet hopeful that someday I would have the courage to go for it, no matter what anyone said or thought.

One night after a dreadful, boring day at work, I was watching TV and saw an ad flash on the screen. A voice asked viewers to "reach for the power to wake up young minds. Teach." I know it sounds crazy, but from that moment on I knew what to do.

I am now in my fifth year of teaching, and I have what I consider to be the best job I've ever had. As one of just two bilingual biology specialists in my district, I have been able to create new curriculum materials for my English-as-a-Second-Language (ESL) kids, and have launched a college-bound ESL club that will be just as rewarding for me as it will be for its members.

I truly have the best of both worlds: a good school system that supports its teachers (at least, those who stand up for what they need in order to teach well), and a chance to make a difference in the lives of young people. I have the opportunity to return to education what I received from my own teachers and mentors.

PHOENIX UNION HIGH SCHOOL DISTRICT DEPARTMENT OF PUBLIC RELATIONS

Irasema Ortega-Crawford teaches biology in Mesa, AZ.

> *But how do*
> *I feel at the*
> *end of each*
> *day? I feel*
> *proud of*
> *my students.*
> *I feel more*
> *knowledgeable*
> *about living,*
> *teaching,*
> *and learning.*
> *I feel lucky to*
> *be a teacher.*
> *I feel . . .*
> *full of sparks.*

It's not easy work; in fact, I will say that it is the most challenging work I have ever done. I have to be there with my students in body and soul, day in and day out. It can be draining, and it can sometimes seem like a battleground.

But how do I feel at the end of each day? I feel proud of my students. I feel more knowledgeable about living, teaching, and learning. I feel lucky to be a teacher. I feel . . . full of sparks.

THE NEED FOR TEACHERS

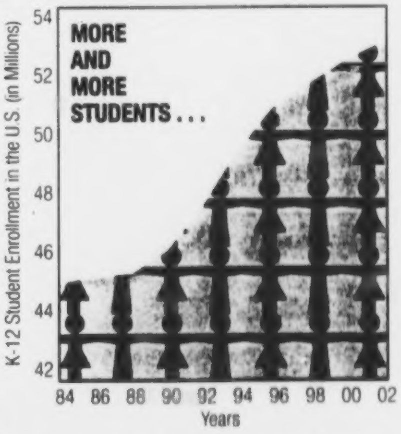
INTRODUCTION: The teacher job market in the United States defies generalization. It varies by curriculum area, by geographic region, by grade level, and by the demographics of school systems and teachers themselves. In short, what's true for high school science teachers in Oregon may not be true at all for whole language resource room teachers in Florida.

However, there are some trends you should know about that will affect teacher hiring patterns well into the 1990s and beyond. The cumulative impact of these trends, many experts believe, will be a growing need for teachers in many (if not most) categories over the next ten years.

Q Why is the need for teachers increasing as we move into the '90s?

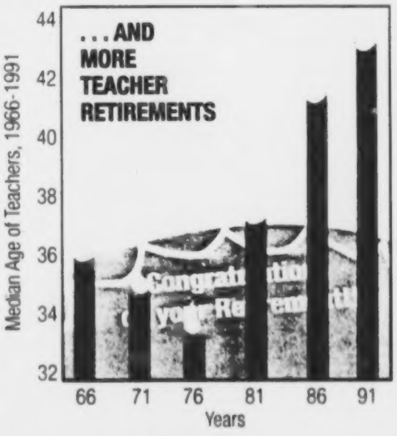
In a nutshell, it's due to a student population that is rapidly changing and growing; an aging teacher workforce; and school reform measures at the local, state, and national levels. Taken in turn:

- *Changing Student Enrollment:* In 1998, more students will be attending American schools than at any time since 1971. The reason is simple: these children represent the so-called "echo" of the baby boom generation of the 1950s and '60s. The need for teachers, of course, will follow this demographic bulge as it moves through elementary and high school into college in the early years of the twenty-first century *(see chart).*
- *Aging Teacher Workforce:* More than one-third of all current teachers are age 48 or older. Though increased salaries and other benefits are prompting many teachers to stay in the profession longer, at some point during the next decade a large portion of the nation's



The demographic "echo" of the baby boom is already beginning to move through lower elementary grades, as this chart reveals. By the turn of the century, schools in the U.S. will be serving more students than they did at the height of the earlier boom.

Source: *Projections of Education Statistics to the Year 2002*, National Center for Education Statistics, U.S. Department of Education



More than a quarter of the nation's teachers are age 50 or above, and the median age of teachers is at its highest point in four decades. Over the next ten years, teacher attrition rates due to retirement are expected to soar.

Source: U.S. Department of Education

teacher workforce will begin to retire—precisely at the moment when student enrollments reach near-historic highs *(see chart)*.

- *School Reform:* Many of the current efforts to reform elementary and secondary schools in the U.S. call for decreased student-teacher ratios—in other words, fewer students per teacher.

TEACHERS BY THE NUMBERS

Estimated number of classroom teachers, all schools	**2.8 million**
Percentage who teach elementary grade levels (K-8)	**59**
Percentage who teach in private schools	**12**
Percentage who are female	**70**
Percentage who are . . .	
African American	**7**
Hispanic	**3**
Asian/Pacific Islander	**1**
Native American	**1**
Percentage whose highest degree is a . . .	
Bachelor's	**46**
Master's	**53**
Percentage who voted in the last Presidential election	**96**
Percentage who call themselves "Conservative"or "Moderately Conservative"	**42**
Percentage who say they are apprehensive about the future of the United States	**73**
Percentage who . . .	
"certainly" would teach again	**23**
"probably" would teach again	**26**
say the chances are about even	**20**
"probably" would not	**22**
"certainly" would not	**9**

Sources: U.S. Department of Education, Carnegie Foundation for the Advancement of Teaching, National Education Association

Q What impact has the economic recession had on the demand for teachers?
The recession and recent budget deficits in more than three-quarters of the states have had a significant effect on teacher hiring patterns. Most state and local governments have responded to budget cutbacks by attempting to preserve the jobs of their teachers and making the necessary cuts elsewhere; still, some districts have had to resort to teacher layoffs or early retirement incentive programs, and spending per student actually fell (after accounting for inflation) between 1990 and 1991 for the first time in recent memory.

No one can predict the length or the gravity of the nation's economic downturn—or its ultimate impact on the demand for teachers. Much depends upon the public's (and their elected representatives') willingness to devote the funds necessary for adequate school staffing levels. What is almost certainly true is that these public funding shortfalls have made already existing regional differences in teacher supply and demand more pronounced.

Q With whom will I be competing in the job market?
Chapter 5 of this *Handbook* offers a comprehensive answer to this question. Briefly, though, you'll be competing against several "pools" of teaching candidates:

- current teachers who have been laid off or are looking for a change;
- former teachers now seeking re-entry into the profession;
- recent degree recipients who are just now entering the profession;
- and mid-career professionals who are now considering teaching.

While demand for teachers is expected to increase over the next ten years, in the near term you can greatly enhance your own prospects by researching expected hiring patterns in your desired curriculum and geographic area; specializing, if possible, in a curriculum area and grade level showing significant teacher demand; and remaining open to the possibility of relocating in order to find a good position.

THE NEED TO IMPROVE OUR SCHOOLS

In May, 1990, former President George Bush and the nation's governors met in Charlottesville, Virginia to discuss the goals and challenges of education in the United States. Their conclusion: that the status quo in America's schools "could hardly be worse."

STUDENT ACHIEVEMENT BY THE NUMBERS

WHAT THE STUDIES SHOW

- **In international math and science tests administered in 1988, American students scored last in seven categories and did not score first or second in any. American eighth graders scored in the bottom ten percent in mathematics, and American twelfth graders scored well below average in all areas.**
- **American 9- and 13-year-olds watch more TV, go to school fewer days, and do less homework than their counterparts in most other developed nations.**

WHAT THE TEACHERS SAY

- **A majority of teachers surveyed in 1990 said that their students are "seriously deficient" in basic skills. Nearly three out of four said their students "want to do just enough to get by."**
- **In 1989, one of every five American 19-year-olds had not yet graduated from high school.**

WHAT PRICE SOCIETY PAYS

- **Each year's dropouts cost America $240 billion in lost earnings and foregone taxes over their lifetimes.**
- **American employers spend an estimated $25 billion annually on remedial training.**
- **More than 26 million adult Americans—about ten percent of the total U.S. population—are functionally illiterate. Another 46 million people cannot read proficiently.**

Sources: U.S. Department of Education, *Teacher Magazine*, Carnegie Foundation for the Advancement of Teaching.

Ever since, the quality of the nation's schools has been headline news for seemingly every newspaper and news broadcaster in the country. Story after story has recited the same litany of failure and frustration: Dropout rates are up. SAT scores are down. In-school crime is up. Teacher morale is down. Drugs are a crisis. Language barriers are a crisis. Latchkey children are a crisis. And even our best students can't keep up with their harder-working counterparts in other countries around the globe.

Is it all true? Some of it is, certainly. But these discouraging truths make up just half of the real story.

Not since the former U.S.S.R. shot Sputnik, the first satellite, into space in 1957 has there been such a widespread consensus in the United States for reform of the nation's schools. In the aftermath of Sputnik, the U.S. passed the National Defense Education Act and increased federal funding for curriculum development and teacher preparation. Subsequently, Congress passed the 1965 Elementary and Secondary Education Act, which expanded federal support for schools and the disadvantaged. It remains unclear what final directions the current education reform movement will take, but the 1990s will almost certainly be an era of major structural change for the nation's schools. As a prospective teacher and participant in these changes, you will want to become aware of the leading-edge ideas now being advanced to return American education to world-class standards.

Q What do some of the reform ideas call for?
For the sake of simplicity, let's put them all in a small number of categories:

- *Teaching.* Strengthen the teaching profession through improved preparation programs, increased diversity, higher entrance standards, on-going certification procedures, better mentoring programs, higher salaries, and better working conditions (including more responsibility or "empowerment").

- *Classroom Practices.* Create "twenty-first century" classrooms where teachers act more as "facilitators," helping students move along their own individualized instruction program with the help of new technology, team teaching, and cooperative learning.
- *School Restructuring.* Give more responsibility to school principals and faculties over what goes on in their own schools. Investigate moving to a year-round school calendar, or lengthening the school year from 180 to 220 days.
- *Curriculum Reform.* Establish a national curriculum of core studies to replace the current patchwork of state curricula. Integrate multicultural perspectives into all curriculum areas.
- *Accountability.* Create more incentive for students to learn by establishing national tests, given in the fourth, eighth, and twelfth grades. Devise better ways to measure student progress through "performance-based" assessment tools, portfolios of student work, and problem-solving.
- *Finance.* Grant parents more of a choice in selecting public (and possibly even private) schools for their children to attend, and/or change local school funding formulas that now lead to school districts of greatly disparate per-pupil expenditures.

That list is by no means complete; in fact, it represents just a small fraction of the number of reform ideas now being discussed and (in some cases) acted upon.

THE EDUCATION GOALS

At the Charlottesville education summit in 1990, then-President George Bush and the nation's governors set six education goals to be reached by the end of the century. They are:

1. **All children in America will start school ready to learn.**
2. **The high school graduation rate will increase to at least 90 percent.**
3. **American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**
4. **American students will be first in the world in science and mathematics achievement.**
5. **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**
6. **Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

As this Handbook was going to press in the summer of 1993, Congress was considering adding a seventh goal: "By the year 2000, our nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century." ***(See page 41 for more information regarding federal programs in education.)***

Q How would these reforms affect me, as a teacher?

In a sense, all of these reform ideas are ultimately aimed at changing the way teaching and learning happens in the classroom. So there is a fair chance that the current reform movement may make a real difference in the ways teachers teach in the 1990s and beyond. In a 1990 study by the Carnegie Foundation for the Advancement of Teaching, majorities of teachers credited the reform movement with helping to increase salaries and improve professional development opportunities. Overall, though, the teachers surveyed felt that there was a long way to go; nearly 70 percent believed that there has been

As a teacher I still think—call it naive or call it idealistic—that maybe I can make a difference.

Edward Wong, 1987 Mississippi Teacher of the Year, teaches American History in Vicksburg, MS.

ROBIN SACHS PHOTO

WOULD YOU MAKE A GOOD TEACHER?

The traits listed below are common to most effective teachers, according to research conducted since 1970. Of course, not every good teacher exhibits every trait, so don't worry if you can't score yourself a "10" in every category. Teaching may not be for you, however, if you have serious reservations about your abilities in a number of these categories.

Effective teachers for the most part:

- **Tend to be good managers.**
- **Have high expectations of their students and themselves.**
- **Believe in their own effectiveness.**
- **Vary teaching strategies.**
- **Handle discipline through prevention.**
- **Are usually warm and caring.**
- **Are democratic in their approach.**
- **Are task-oriented.**
- **Are concerned with perceptual meanings rather than facts and events.**
- **Are comfortable interacting with students.**
- **Have a strong grasp of subject matter.**
- **Are readily accessible to students outside of class.**
- **Tailor their teaching to student needs.**
- **Are reflective practitioners, open to new learning theories and classroom techniques.**
- **Are highly flexible, enthusiastic, and imaginative.**

Drawn in part from: "Effective Teaching: Observations from Research," 1986, American Association of School Administrators

a widespread lowering of standards in American public education, and just 18 percent gave the reform movement a grade of "B" or better.

Perhaps the most heartening news is that at least some of the reforms now being debated focus on teachers: how they're recruited and prepared, how they're supported and compensated once they're in the classroom, and how much freedom and responsibility they're given in determining their curriculum and classroom techniques. Teachers have always been classroom leaders; now, they have more opportunity to become *school* leaders than ever before. *(Turn to page 109 to read about some teachers who have done exactly that.)*

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WORKING CONDITIONS FOR TEACHERS

INTRODUCTION: What is it really like to be a teacher? Since each of us has attended school ourselves, our perceptions of a teacher's life are colored by our own experiences. The media help complete that portrait through television shows, movies, and news documentaries. But is the working life for most teachers today closer to the "bad news" reports of crumbling buildings, overcrowded hallways and rampant drug abuse—or to the vision shared by most future teachers of lively classrooms and young people excited by learning?

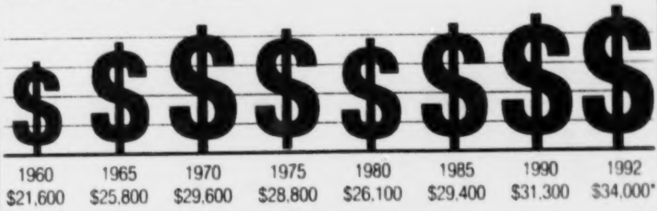
Current teachers, by and large, say that they are satisfied with their professional lives, and that their original vision of classroom conditions has been fulfilled. Of course, they also have plenty to say about how life in the classroom can be improved. Let's take their satisfactions and dissatisfactions one at a time.

Q What do teachers like best about their job?

In a 1990 national study, teachers said that overall, they were more satisfied with teaching and their control over their professional life than three years before. Specifically, they:

- appreciated that the average teacher salary has risen at least 20 percent (counting for inflation) over the past decade to $35,000 per year *(see chart)*;
- ranked their schools "good" or "excellent" in most physical surroundings, including the general school plant, cleanliness, and teacher support services such as photocopiers, computers, and classroom supplies;
- generally were assigned subjects in which they felt prepared and viewed their class size as "about right;"
- thought almost universally that schools supported and encouraged strong relations between students and teachers;
- rated the relationship between them and their students as good or excellent; and
- felt largely that they were recognized for their expertise.

WHAT TEACHERS ARE PAID . . .



Average Teacher Salaries,1960-1992

Source: National Education Association. In constant 1990 dollars.

*1992-93 average salary in current dollars: $35,334. See page 87 for breakdown by state.

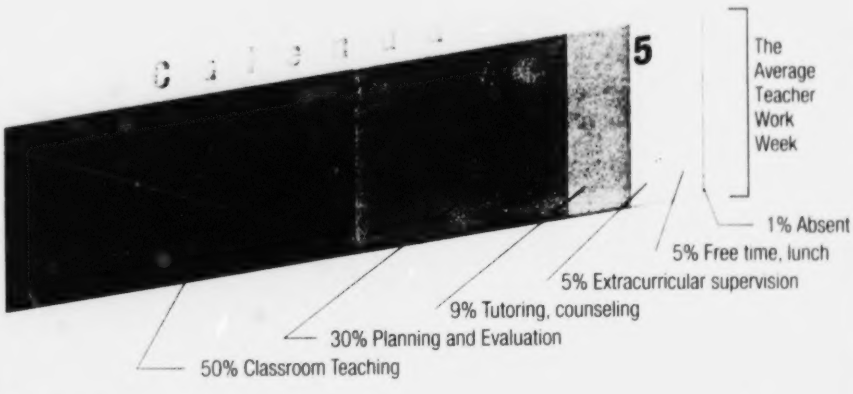
Q What do teachers like least?

Despite this general sense of job satisfaction, teachers point to a number of conditions that can make their jobs difficult (and, at times, impossible) to perform. In different surveys they have identified:

- inadequate parent support, perhaps due to dual career and single-parent families;
- the presence of serious student problems such as drug and alcohol abuse and teen pregnancy;
- inadequate time for planning and professional development (especially compared to teachers in other nations—notably Japan—where up to 40 percent of a teacher's day is devoted to these pursuits);
- not enough time to prepare or confer with other teachers; and
- not enough involvement in decisions such as choosing textbooks, shaping the curriculum or evaluating other teachers.

An overriding concern of today's teachers is that too many students suffer from family problems that seriously hinder their performance in school. Either because of developmental delays or because their parents don't have the time, interest, or skills to help, increasing numbers of students arrive in the classroom with limited attention spans and an inability to concentrate well on their studies. Many schools, particularly in urban areas, are experimenting with ways to address such deficiencies by offering a range of human services (family counseling, for example). Still, many teachers feel their previous training has not adequately prepared them to meet these kinds of extracurricular student needs.

. . . AND HOW THEY SPEND THEIR TIME



Source: *Teacher Magazine*

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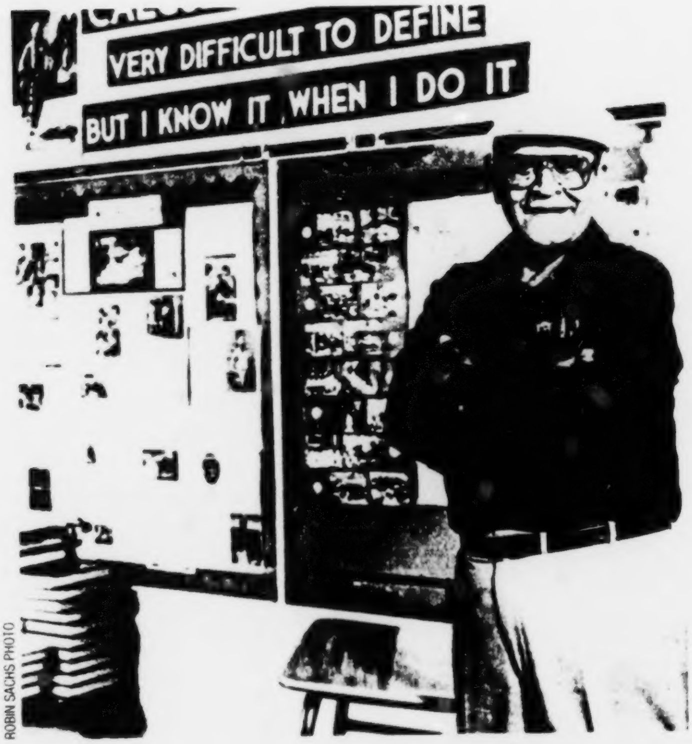
VERY DIFFICULT TO DEFINE
BUT I KNOW IT WHEN I DO IT

ROBIN SACHS PHOTO

"I make my students believe in themselves."

Jaime Escalante, whose teaching inspired the film *Stand and Deliver*.

"Teachers have the power to wake up young minds— to be heroes— to make a difference. Reach for that power. Teach."

Edward James Olmos, whose portrayal of Escalante in the film earned him an Academy Award nomination.

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Q Whom will I teach?

That depends largely on *where* you teach. While we can generalize somewhat about students in today's schools, those generalizations don't take into account the extremely wide variations that exist between different school districts. For example, the proportion of school-age children living in poverty (nationally, one in four) would be higher in a large city than it would in a suburban community.

WHOM YOU WILL TEACH

Number of K-12 students in public schools	**42 million**
Number in private schools	**5 million**
Proportion of children who live with a single parent	**1 in 4**
Percentage whose native language is not English	**12**
Percentage who are individuals of color	**29**
Percentage of enrollment that will be minority in 2010	**38**
Proportion of students who will probably not finish school	**1 in 7**
Percentage of seniors who have used illegal drugs	**51**

Source: *Teacher Magazine*, 1989 and 1992 *Current Population Surveys*, 1992 *Digest of Education Statistics*

However, it's safe to say that even in a society that has prided itself on its "melting pot" heritage, today's generation of American schoolchildren represent possibly the richest, most diverse mixture of races and ethnic groups the world has ever known *(see box)*. What's more, the generation of students now beginning to move through elementary school will be the *largest* in American history as well—even larger than the baby boom generation of the 1960s.

The multicultural, multilingual nature of today's classrooms makes teaching a more challenging profession and a more important one. Many teachers of diverse classrooms (such as Irasema Ortega-Crawford, whose essay appears on pages 4 and 5) also say that it makes their work much more satisfying, as well.

Q What are my prospects for advancement in teaching?

Until recently, the only way for teachers to advance professionally was to leave the classroom and become an administrator. While that circumstance remains true to an extent, in areas around the country more and more opportunities are opening up for teachers to advance *as teachers*. They include:

- doing peer coaching, or serving as a mentor teacher or teacher evaluator;
- working on curriculum development;
- representing teachers as a part of a school or district site-based management team;
- participating in professional groups, institutes, and other professional development activity;
- applying for and participating in leadership academies; and
- applying for and administering grants for academic and classroom-based research.

In addition, some districts have instituted career ladder programs designed to provide teachers with a defined path for advancement; most of these include higher pay for each "rung" a teacher climbs. *(See chapter 6 for more information.)*

RESOURCES

Books

Among Schoolchildren. Kidder, Tracy. New York: Avon Books. 1989. A challenging but ultimately fulfilling year in the life of a Holyoke, MA school teacher.

Beyond Bias: Perspectives on Classrooms. Carew, Jean V. and Lightfoot, Sara L. Cambridge: Harvard University Press. 1979. Student and teacher reflections on classroom practice and education research.

Hunger of Memory: The Education of Richard Rodriguez. Rodriguez, Richard. Boston: David Godine. 1982. Autobiographical account of Hispanic boy's assimilation into the American educational system.

Horace's Compromise: The Dilemma of the American High School. Sizer, Theodore R. Boston: Houghton Mifflin. 1984. Thoughtful, composite portrait of the challenges facing an American high school teacher. (Followup: *Horace's School, 1990,* a portrait of the fictional Horace's progress in building a new model school.)

The Water is Wide. Conroy, Pat. New York: Bantam Books. 1972. Based on Conroy's experience teaching African-American children on an island off the coast of South Carolina.

I Am a Teacher. Marquis, David. New York: Simon & Schuster. 1990. Compelling collection of photo portraits and profiles of 100 of the country's leading teachers.

Small Victories. Freedland, Samuel. New York: Harper & Row. 1990. Portrait of a master teacher, working against tall odds in a lower east side Manhattan high school.

The First Year of Teaching. Kane, Pearl. New York: Walker and Company. 1991. Eloquent glimpses into the first year of teaching as expressed through short stories by the teachers themselves.

On Being a Teacher. Kozol, Jonathan. New York: Continuum. 1981. Moving call for teachers, parents and students to work together to renew the public schools.

America's Teachers: Profile of a Profession. Washington, DC: National Center for Education Statistics. 1993. (U.S. Government Printing Office, Mail Stop SSOP, Washington, DC 20402.) Comprehensive statistical portrait of the nation's teacher workforce, including information on demographics, educational attainment, instructional practices, and teachers' opinions about their profession.

Periodicals

Teacher Magazine. Subscriptions: PO Box 2091, Marion, OH 43305-2091. $18. Insightful monthly tabloid covering current issues in teaching.

Instructor Magazine. Subscriptions: NEODATA Professional Magazines, PO Box 53896, Boulder, CO 80322-3896. $14.95. 1-800-325-6149. Lesson plans, teaching ideas for elementary school teachers; worth a look to see what practical materials and ideas teachers are working with today.

Creative Classroom. Subscriptions: PO Box 53148, Boulder, CO 80322. $16.97. 1-800-274-1364. Published by the Children's Television Workshop—for elementary school teachers, pre-K through grade 6.

Education Week. Subscriptions: PO Box 2083, Marion, OH 43305-2083. $59.94. Weekly (40 issues) tabloid focusses on broad range of mostly K-12 educational issues.

Movies

Conrack. 1974. Based upon Pat Conroy's *The Water is Wide.* Gentle, moving story about a white schoolteacher who works with a group of African-American youngsters off the coast of South Carolina.

Dead Poets Society. 1989. English teacher at a boys' school inspires a love for literature in his students.

Stand and Deliver. 1987. Inspiring true story of Jaime Escalante's success teaching calculus in inner city Los Angeles.

To Sir with Love. 1967. Also based on a true story, about a black teacher's first year teaching in an impoverished London neighborhood.

Teachers. 1984. Dedicated teachers battle bureacratic nonsense and self-serving interests.

Up the Down Staircase. 1967. Film based on Bel Kaufman's perceptive best-selling novel about the experiences of a young teacher in a New York City high school.

HOW TO FIND OUT MORE

The resources listed on these pages offer a wide range of information about what it's like to teach. But don't overlook opportunities to learn about teaching firsthand:

- ***Volunteer in a local school.* Many school districts have thriving school volunteer programs and can put you to good use. You'll get a close look at what teaching is really like—and you'll make yourself more attractive someday to a potential school employer.**
- ***Talk to teachers.* Call a couple of your own former teachers and ask them about the profession. Ask friends to recommend teachers you might talk to. Or, visit a local school's Open House.**

2

Preparing to Be a Teacher

After twelve, sixteen, or even twenty years spent in classrooms with teachers, you might be tempted to think that you already know how to teach. All of us have experienced both good and bad teaching, along with gifted and average teachers. Certainly, we know the difference between the two. But teaching—like arguing a legal case or designing a building—is both a science and an art. It takes knowledge and practice to understand the way a child learns, and immense skill to create a classroom environment where this learning takes place for *every* child, *every* day. Most of all, it takes creativity, caring, and commitment to ignite in those children the spark of self-exploration and discovery that fires imagination and makes a difference in their lives.

Today's classrooms, more than ever before, present teachers with challenges requiring extensive education and a deep understanding of successful classroom practices. In this chapter, we'll introduce you to the various types of teacher preparation programs that are currently available for high school and college graduates, as well as for mid-career professionals from other fields. You'll learn what forms these programs take, generally what they focus on, and where to find a program that might fill your needs.

A PRIMER ON TEACHER EDUCATION

INTRODUCTION: Teacher education institutions have come a long way from the days when so-called "normal schools" provided a modest amount of training to classes composed of local students in an effort to staff the local schools. Many of today's teacher education programs are important departments within major research universities, and some schools prepare a thousand or more new teachers every year.

Like any institution undergoing major change, however, teacher education in the United States is surrounded by its share of controversy and debate. Should teacher education focus more on subject matter knowledge or on pedagogy—on *how* to teach? How much teacher education should take place in a college classroom—and how much in an elementary or secondary school classroom, observing and practicing? How important is teacher education to, say, a professional chemist who would like to teach chemistry?

The good news is that the nation's education and policy leaders are actively addressing these questions—and that these and other issues are helping to focus attention on the critical importance of building a highly skilled, diverse teacher workforce.

> ***A teacher touches eternity. No one can tell where his influence stops.***
>
> —HENRY ADAMS

Q Why do teachers need professional training? Aren't the best teachers born, not made?

Without question, there are individuals who have a native talent for teaching. There are also people who have an aptitude for medicine—but who would want to go to a doctor who had not had professional training? In the same way, even people who were "born to teach" can benefit from mastering the principles of professional teacher practice through a teacher education program. Our children deserve to have well-informed, skilled teachers as much as they deserve skilled doctors.

HIGHEST COLLEGE DEGREE HELD BY TEACHERS 1961–1991

Degree	1961	1966	1971	1976	1981	1986	1991
Less than a bachelor's	14.6%	7.0%	2.9%	0.9%	0.4%	0.3%	0.6%
Bachelor's	61.9	69.6	69.6	61.6	50.1	48.3	46.3
Master's or 6-year diploma	23.1	23.2	27.1	37.1	49.3	50.7	52.6
Doctorate	0.4	0.1	0.4	0.4	0.3	0.7	0.5

Percents may not total 100 due to rounding. Readers should note that these percentages can vary widely from state to state.

Source: National Education Association

Q But isn't medicine, to use the same example, far more complex than teaching?

A doctor treats one patient at a time. A teacher works with 25-30 youngsters, every hour, five days a week—and every one of them learns in different ways, so generic teaching "prescriptions" do not always work. What's more, today's children differ greatly from those of even fifteen years ago. Students come from far more diverse backgrounds. High percentages must struggle with poverty, health problems, family troubles, and other social factors. These problems aren't left at the schoolhouse door; they are part of the challenge teachers face daily. At the same time, new ideas about how to teach are prompting many teachers to revise their classroom techniques. There are also enormous new content expectations stimulated by new attention to national curriculum standards and assessment practices. As a consequence, teaching challenges have become vastly more complex, requiring new skills and knowledge.

> *A poor surgeon hurts one person at a time. A poor teacher hurts 130.*
>
> —ERNEST BOYER
> President, Carnegie Foundation for the Advancement of Teaching

Simply put, teaching today demands much more than simply loving children and knowing one's subject matter well. That's just the beginning. Teachers need to find out what motivates children and then encourage them; diagnose their academic strengths and weaknesses and then enable them; and create environments where children thrive and then empower them. It takes energy, knowledge, and commitment to be a classroom leader, and the judgments and tools of effective teaching can only be learned through rigorous training and practice. That's what teacher education is designed to accomplish.

Q So what's involved in teacher education? How many years does it require?

To a great degree, teacher education follows requirements for licensure set down by each of the 50 state governments, the District of Columbia and Puerto Rico. Right now, we are seeing a movement in many states to raise those requirements—for example, to require a stronger liberal arts foundation and greater knowledge of learning theory as well as more clinical practice (student-teaching) and experiences with youngsters from different social backgrounds and ethnic groups.

Currently, most new teachers in the U.S. graduate from four-year institutions with Bachelor's degrees. (However, most teachers continue their education, and today more than 50 percent hold a Master's degree as well.) All teachers, no matter what their specialty, are expected to gain a solid foundation in the liberal arts. Those who plan to teach at the elementary level generally major in education (or in the liberal arts, with an education minor); those who plan to teach at the high school level generally major in the academic discipline they plan to teach—e.g., math, English, science, or history. Additional courses and majors prepare students for more specialized teaching assignments, such as special education, bilingual education, etc. While four-year programs are the norm, some colleges

Teacher Education Programs at a Glance

Teacher education programs are geared to each state's requirements for teacher licensure. However, while programs differ from state to state and from school to school, all emphasize three areas to different degrees:

- the liberal arts (with a focus in the curriculum area of intended specialty);
- pedagogy (the study of how to teach); and
- field experience (the practicum, or practice teaching in regular classrooms).

College Programs for Elementary School Teachers

If you are interested in teaching elementary students, here are examples of some requirements:

- In some states, students may declare an education major upon entering college; in others, students may declare an education major in their junior year, and in still others students cannot major in education but can take education courses (sometimes called professional studies) in addition to an academic major.
- Some states are beginning to require that students take a fifth year to complete their education course work and practicum requirements.
- Some colleges may require certain SAT or ACT scores or a minimum high school grade-point average, and others may require taking a special test to qualify for admission into education programs.

College Programs for Secondary School Teachers

Secondary school teachers generally must complete a major in the subject area they wish to teach. Otherwise, requirements generally match those described for elementary school teachers, above.

Post-Collegiate Programs

If you already have your Bachelor's degree and are interested in teaching, you have several options.

- Some non-public schools do not require a teaching license (though most prefer to hire licensed teachers). If you wish to teach on the elementary level in an independent school, college-level courses in early childhood or developmental education are expected. *(For more about teaching in non-public schools, please see page 94).*
- If you'd like to teach in a public school, most likely you'll need to become licensed in the state in which you'd like to teach. Many colleges and universities offer licensure programs or combination licensure/Master's degrees for that purpose. Increasingly, these courses are designed to serve individuals with full-time jobs and so are likely to have flexible or evening class schedules. (Note: in a growing number of states, you may find that a Master's degree has become a prerequisite for a continuing license to teach.)
- More than two-thirds of the states have approved alternative licensure processes, designed to facilitate the passage of qualified teacher candidates into the classroom. (Please see page 62 for information on these programs.)

The colleges and universities you are interested in can tell you more about their specific education programs; write or call their admissions offices. It's also a good idea to contact the state department of education in the state where you'd like to teach for a description of that state's licensure requirements. *(See page 48 for a list of resource books on teacher education programs, and page 44 for a directory of state departments of education.)*

require five years to complete the program. Others do not offer a Bachelor's in education, designing their programs around the Master's degree, instead.

A final group of new teachers obtain their credentials through alternative programs offered through state departments of education, mostly designed to serve individuals seeking to enter teaching after working in other professions or to recruit candidates to fields where there are teacher shortages. *(For more information on state licensure requirements, see chapter 3.)*

Q How can I tell if the teacher education program I'm considering is a good one?

Today, there are some 1,280 state-approved teacher education programs in the United States. They range from local community colleges, where paraprofessionals and special technical teachers are prepared, to large, internationally respected programs at the nation's most prominent universities. In between are preparation programs at liberal arts colleges, state universities, and large private universities. Most programs provide courses for teaching different age groups, and include an emphasis on pedagogy (the study of how to teach), as well as on their teacher candidates' knowledge of their chosen subject matter—say, biology for secondary school teaching.

TEACHER PREPARATION ROUTES FOLLOWED BY RECENTLY HIRED TEACHERS

Standard Bachelor's **(Began teacher preparation program as an undergraduate; upon graduation, became eligible for standard state teaching license)**	**79%**
Post-Bachelor's I **(Began traditional teacher preparation program after receiving a Bachelor's)**	**10%**
Post-Bachelor's II **(Began teacher preparation program as an undergraduate, but completed the program after receiving a Bachelor's)**	**6%**
Alternative License **(Already held a Bachelor's; then participated in alternative license program)**	**2%**
Other	**3%**

Source: *Profile of Teachers in the U.S.—1990*, National Center for Education Information

The resources listed at the end of this chapter can help you learn more about individual programs. But as you search for the program that will suit your own interests and needs, here are some questions you might want to ask along the way:

- *Questions about reputation:* What do educators who have graduated from the institution say about how well it prepared them for the classroom? What kind of reputation does the institution have among administrators in the schools where you might like to teach? If possible, ask students in the program (or recent graduates) about their experience at the institution. You'll also want to consider the overall academic quality of the institution, since more than half of the courses you'll take will be outside of the education department.
- *Questions about degrees:* Does the institution offer the degree required of teachers in the state in which you want to teach? Is it a four-year or five-year program? Would you emerge with a Master's degree, or with a Bachelor's and a teaching license? Can you obtain a teaching license before completing a Master's program (and then complete the Master's while you're in the classroom)?

RATING TEACHER EDUCATION

When you first started teaching, how well did your teacher preparation program prepare you for the following aspects of teaching?

	Very Well	Somewhat Well	Not Well	Not Well At All
Subject Matter Knowledge	44%	45	8	4
Understanding child development	24	53	16	6
Teaching Methods	21	53	19	6
Organizing Instruction	21	46	24	9
Classroom Management	12	34	33	20
Working Effectively Within the School Organization	11	37	30	16
Recognizing Student Learning Styles	11	37	32	18

Current teachers generally believe that their teacher education programs prepared them well in the more abstract areas of subject matter knowledge and child development, but less well in more practical areas such as classroom management and working effectively within the school organization.

Source: *Profile of Teachers in the U.S.—1990*, National Center for Education Information

- *Questions about the curriculum:* Does the curriculum give adequate attention to preparing future teachers for increasingly diverse student populations? Do education students spend a considerable amount of time in local school classrooms with mentor teachers who are experts in their fields? Is supervised classroom experience an aspect of education courses across the curriculum, or just a one-time, culminating experience? Are these classroom experiences in one school or in a variety of settings? How closely does the teacher education program appear to be linked to its school partners? (Look for strong, collaborative relationships.) Does the curriculum include components on teaching children who have special needs, as well as on creative and effective use of technology in the classroom?
- *Questions about intellectual rigor:* Does the institution encourage students to think critically about ethical and political principles of teaching, as well as about the classroom practices they are learning and observing?
- *Questions about faculty:* Who teaches the education courses—tenured faculty members, graduate students, or adjunct and part-time faculty? What percentage of the faculty has experience teaching at the precollegiate level? How much time do faculty members tend to spend in elementary and secondary school classrooms each year?
- *Questions about course credit and flexibility:* What previous coursework and/or life experiences will be accepted in lieu of program requirements? Is it necessary to be a full-time student? Are evening classes offered?

APPLICATION TIMELINE

TEACHER PREPARATION PROGRAMS

Identify type of program desired	15–18 months*	(See pp. 19, 24–27)
Identify institutions with promising programs	15 months	(See pp. 20–22, 48–53)
Contact to receive application information	12–15 months	
Seek out financial aid information/forms	12 months	(See pp. 40–43)
Secure transcripts, recommendations, etc.	10–12 months	
Submit applications	10–12 months	
Set up interviews and school visits	8–10 months	
Acceptances/rejections sent out	5–7 months	

* In advance of desired entry date—usually August/September, but not always. This schedule provides directional information only; you should be sure to check with individual schools and other sources of information and financial aid to obtain specific deadlines.

- *Questions about career services:* Is academic advisement linked to the realities of the classroom and the job market? Ask about the program's connection to the local schools, and the extent of the job placement services it provides. What is its record in placing graduates? Are graduates of the program permitted to use placement services for life?
- *Questions about other opportunities to learn:* What is the connection (if any) between the liberal arts courses and the professional education programs on campus? For example, can you talk with an English professor about how a course on contemporary literature would be tailored to the eleventh or twelfth grade level? Does the campus support the school of education with facilities, library resources, and financial aid that are comparable to other programs?
- *Questions about accreditation:* Is the program accredited by the National Council for Accreditation of Teacher Education? If a school is professionally accredited by NCATE, it has demonstrated that it meets rigorous national standards set by a consensus of teachers and teacher educators across the nation. (Only 500 out of 1,280 schools submit to this national accreditation process; see page 50 for a list of accredited schools.)

Finally, as classroom needs change and research leads to new ways to teach, teacher education must evolve as well. The 1990s promise to be a time of special ferment and excitement for teacher education. You can read about some of the ideas now being explored by teacher educators in the box on page 34.

Q Where is teacher education (and the profession) headed? Over the next few years, it appears likely that teachers will gain more control over their classrooms, schools, and curriculum, but this increased teacher "empowerment" will carry with it more accountability and the demand for new skills. As a result, the importance of a high-quality teacher preparation program will increase as well.

In response, many undergraduate teacher education programs have added or are considering adding a fifth year, with the first few years focused on academic studies and increasing amounts of structured time spent in classrooms with students. Teacher candidates will also see more standardized assessments of their subject matter and teaching knowledge—and of their performance in the classroom. In addition, more states will require a Master's degree for full, as opposed to provisional, licensure.

What's more, teacher education won't end with graduation from an undergraduate or five-year program; it will be a lifelong experience with increasing professional development expected in both subject fields and pedagogy. To certify such development, we will see increasing impact from external agencies such as the new National Board for Professional Teaching Standards *(see page 108 for more information),* which will assist in the professionalization of teachers through more specialized certification examinations—somewhat like those currently used in medicine and architecture.

Finally, many public schools may begin to expand into full service centers that will include health clinics and bridges to other social services. This expansion of traditional school roles will place even greater demands on teacher education and credentialing.

The lone teacher working in isolation behind the closed classroom door is quickly becoming a thing of the past. I can't imagine a more exciting time to become a teacher.

—DAVID IMIG
Executive Director
of the American
Association of Colleges
for Teacher Education

Q What can I do to prepare for a teacher education program?
In the words of David Imig, Executive Director of the American Association of Colleges for Teacher Education: "Get involved. Work with children through tutoring, camp, church, synagogue, or other volunteer activities. Learn about schools and how schools work; volunteer at your local school. And talk to teachers: ask them about their workdays, their motivations in becoming a teacher, and the experiences they found most valuable in helping them learn how to teach.

"The way schools are structured is changing rapidly across the United States. Teachers are becoming more collegial and working in the decision-making process with school administration, parents, and community members; the lone teacher working in isolation behind the closed classroom door is quickly becoming a thing of the past. I can't imagine a more exciting time to become a teacher."

FOUR PATHWAYS TO THE CLASSROOM

The sample programs described here are fairly typical of four forms of teacher education. However, even though programs within each of the types modeled here may be structured similarly, the experience they actually offer to future teachers may be quite different, because of widespread variation in program quality, content, and focus. To identify institutions offering programs you might want to investigate, seek out the resource books listed on page 48. Then use the questions presented on pp. 20–22 to explore the nature and offerings of each program you decide to pursue.

1. Four-Year Undergraduate Programs

The most common avenue for new teachers, these college programs mainly serve young people who have recently graduated from high school.

Teacher Education Programs at Eastern Kentucky University

Institution: College of Education, Eastern Kentucky University

Program Description: A four-year undergraduate program that permits students to prepare themselves for teaching a broad range of curriculum areas and age groups. Programs are offered for the preparation of early elementary (K-4), middle grade (5-8) and secondary school teachers; teachers of special subject areas such as art, business, health, physical education, technology education, music, and special education; and teachers of industrial and technology subjects in vocational schools. The programs are highly field-based and prepare students through extensive work in schools with children. All programs are fully accredited at the state, regional, and national levels.

Eligibility: All candidates for teacher education programs must meet university admission requirements in addition to requirements for admission to teacher education. Minimum admission requirements include, among others, a 2.5 grade point average (on a 4.0 scale) on all undergraduate coursework, proficiency in written and oral communication, and adequate computer literacy skills.

Curriculum: Students begin with two required courses—Professional Laboratory and Professional Orientation—in their freshman and sophomore years. The application to the teacher education program is processed as part of the latter course. The school's teacher education programs are enriched by the presence of the on-campus Model Laboratory school, serving more than 700 students in nursery school through 12th grade. All students in the education programs work with children in the lab school under faculty supervision and, additionally, with children in local public school classrooms.

Expenses: As a state university, Eastern has tuition fees which differ for in-state and out-of-state residents. Approximately 70 percent of students receive some form of financial aid. For one year, the approximate cost for tuition, room, food, and books is $6,000 for in-state students and $8,000 for those from out of state.

Note: Eastern is the largest teacher education program in Kentucky and among the largest five percent in the country. Its four-year program is the norm among colleges of teacher education, though there is a growing movement towards five-year programs.

Eastern's four-year program is the norm among colleges of teacher education, though there is a growing movement towards five-year programs.

2. Traditional Programs for College Graduates

Many universities offer teacher preparation programs designed to serve individuals who have already received a Bachelor's degree—including those who are "stepping out" of a wholly different career.

Teacher Education Programs at the University of Maryland/College Park

Institution: University of Maryland, College Park, MD

Program Description: UM/College Park offers a range of opportunities for individuals with Bachelor's degrees to obtain either a second Bachelor's in education, or a Master's degree in some area of specialization. The second Bachelor's program does not necessarily entail another four years of schooling; advisors at the College of Education would evaluate your previous coursework and determine how many requirements can be waived. Typically, students in these programs attend full-time, as very few of the undergraduate degree courses are offered during evening hours.

Eligibility: Applicants must hold a Bachelor's degree from an accredited institution. The College of Education will also require a GPA of at least 2.5, and will ask that you pass the California Achievement Test (CAT) at the 70th percentile or better. Those wishing to pursue a Master's generally must have obtained a Bachelor's in the same or in a related field.

Curriculum: The university offers a broad variety of education programs, including art, business, early childhood, elementary, foreign language, health, home economics, industrial arts, music, physical, science, and secondary education. Requirements vary from program to program. Generally, students pursuing degrees in early childhood, elementary, and special education can expect to spend four to six full-time semesters obtaining a second Bachelor's in education (because of the large number of professional course requirements). Students pursuing secondary education programs can typically graduate in three or four semesters.

Expenses: In 1993, tuition was $1590 per year for in-state students and $4,392 for out-of-staters. Room and board was approximately $2,500. Approximately two-thirds of those who apply for financial aid receive it.

Note: Although traditional programs for college graduates (such as the one profiled here) may not be sufficiently flexible in terms of scheduling to meet the needs of working students, many institutions serving college graduates have developed programs designed specifically to serve part-time students and those pursuing alternative teacher licensure programs. *(See the next page and chapter 3 for more information.)*

Typically, students in these programs attend full-time, as very few of the undergraduate degree courses are offered during evening hours.

3. One-Year Intensive Programs for College Graduates

For students who can demonstrate mastery of a subject—biology, for example—some universities have created one-year programs designed to speed their progress into the classroom.

STEP: The Stanford Teacher Education Program

Institution: Stanford University, Stanford, California

Program Description: A special 12-month (summer plus an academic year) Master of Arts in Education program to prepare college graduates for careers as secondary school teachers.

Eligibility: Applicants must have a B.S. or B.A., and are expected to have maintained at least a 3.0 grade point average. They are not expected to have taken courses in education, but need to demonstrate knowledge of the subject matter they wish to teach by passing one of a number of different exams. The program encourages those who have been out of college for some time (as well as recent college graduates) to apply.

Curriculum: More than a third of each STEP student's time is spent teaching at a local middle or high school. Some students teach a course under the direct supervision of a regular classroom teacher; others take full responsibility for teaching a course under a paid ($3,500-$5,000) contract with the cooperating school district. STEP students also take the following courses at the Stanford School of Education:

- Subject-Specific Curriculum
- Language and Literacy
- Foundations of Learning for Teaching
- Social Diversity and Educational Reform
- Teachers, Schools, and the U.S. Constitution
- Adolescence: Health and Special Needs
- Information Technology in the Classroom

Expenses: Students typically register part-time for two of the four quarters they are in the program. Annual tuition in 1992-93: $16,100. On-campus housing and financial aid programs are available.

Note: STEP is a good example of a fairly recent breed of teacher preparation programs, designed especially to serve mid-career professionals and others who seek a rigorous but somewhat flexible (and reasonably short-term) postgraduate experience. The Harvard Graduate School of Education's Mid-Career Math and Science Teaching Program is another. The University of Maryland at College Park, mentioned above, offers a one-year (12-month) Master's program requiring full-time registration. Unfortunately, there does not yet seem to be a national directory devoted specifically to such programs; interested teacher candidates should contact university admissions offices in the state in which they would like to teach. *Teacher Education: A Guide to NCATE-Accredited Colleges and Universities*, published by the National Council for Accreditation of Teacher Education, does include annotation on program type (including some non-traditional programs, when that information is supplied by the institution) and is a worthy reference. *(See page 48.)*

> *The program encourages those who have been out of college for some time (as well as recent college graduates) to apply.*

4. Internship/ Apprenticeship Programs

Many independent schools offer internship experiences to college graduates who are interested in becoming teachers; only in a few of these programs, however, do the interns earn a degree and a teaching license.

The Shady Hill School Teacher Training Course

Institutions: Shady Hill School, Tufts University, and Lesley College, Cambridge, MA

Program Description: A one-year internship program linking an esteemed independent school (grades K-9) with nearby colleges of teacher education, TTC "is based on the conviction that working side by side with experienced and enthusiastic teachers in the classroom is the best way for an individual to become an effective teacher."

Eligibility: The program is quite selective; generally, 15 to 18 apprentice teachers are chosen out of more than 80 applicants each year. All apprentices must have already received a bachelor's degree.

Curriculum: Apprentice teachers may become early childhood, elementary, or middle school education specialists. Unlike most teacher preparation programs, full-time practice teaching experiences represent the core of TTC and by far the main focus of its participants. Classroom study at the partner colleges is designed principally to support and augment the observation and supervised teaching experiences at Shady Hill. Currently, graduates of the program earn a Master's degree and teaching license for the state of Massachusetts; in 1994, the program will be adapted to match the state's new requirements for teacher licensure and certification.

Expenses: Approximately $9000 (Lesley) or $10,000 (Tufts), not including room or board.

Note: The Shady Hill TTC is one of the oldest and best known independent school teacher education programs in the nation; it was established in 1928 and has provided guidance to more than 40 other independent schools seeking to launch similar programs. Internship experiences vary significantly from school to school, and it is important to investigate programs thoroughly to find one that matches your needs and interests. For a directory of such programs, call the National Association of Independent Schools at 202-973-9700 and ask for a copy of *Intern and Teaching Fellow Programs in Independent Schools*. Please note that it is especially important to apply early (by January or February) to most of these programs.

TTC is based on the conviction that working side by side with experienced and enthusiastic teachers in the classroom is the best way to become an effective teacher.

Alternative Licensure Programs

(Note: More than 40 states have now instituted alternative licensure programs as a means of drawing individuals with particular skills or professional experiences into teaching or of helping to meet hiring shortfalls in certain curriculum areas. These programs are discussed in detail in chapter 3.)

WHERE TEACHERS ARE NEEDED

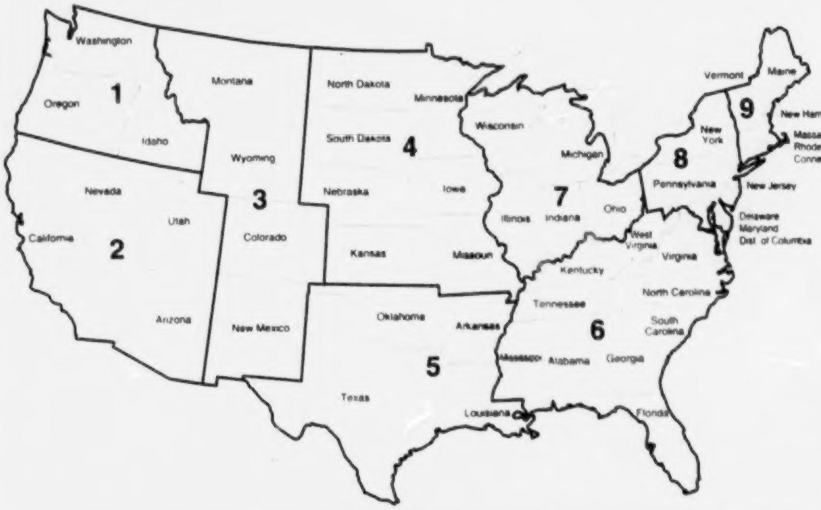
"We're seeing more interest in teaching these days," one college career guidance specialist told us during the course of preparing this *Handbook*, "but they all want to teach elementary classes at the school down the street. Somebody needs to tell them to think again. They'll do themselves a favor if they specialize in a curriculum area where teachers are actually needed."

As the tables on the following pages demonstrate, there is currently high demand for teachers with backgrounds in special education, physics, chemistry, Spanish, and mathematics; minority teachers and those with backgrounds in bilingual education and English as a Second Language (ESL) are also in high demand. If you are considering a teaching career, specializing in one of these fields will probably make your job search easier.

If you have your heart set on teaching fourth grade, you can still make yourself more "marketable" by double-majoring in one of the high-need areas. For example, if you would like to be an elementary teacher, gaining experience in special education or learning to speak Spanish will almost certainly help you find a position. It's important to understand, too, that teacher demand varies significantly from region to region, as well as across curriculum areas, grades, and specializations. The tables presented on pages 29–30 will help you determine which curriculum areas (and which regions) offer the best opportunities currently.

ASCUS Supply/Demand Regions (see table, opposite page)

1=Northwest, 2=West, 3=Rocky Mountain, 4=Great Plains, Midwest; 5=South Central, 6=Southeast, 7=Great Lakes, 8=Middle Atlantic, 9=Northeast, 10=Alaska, 11=Hawaii


Washington
Oregon
1
Idaho
Montana
Wyoming
3
Colorado
New Mexico
Nevada
Utah
California
2
Arizona
North Dakota
Minnesota
South Dakota
4
Nebraska
Iowa
Kansas
Missouri
Oklahoma
Arkansas
5
Texas
Louisiana
Wisconsin
Michigan
7
Illinois
Indiana
Ohio
Kentucky
Tennessee
6
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
8
Pennsylvania
New York
New Jersey
Delaware
Maryland
Dist. of Columbia
Vermont
Maine
9
New Hampshire
Massachusetts
Rhode Island
Connecticut

Map provided by the Association of School, College, and University Staffing (ASCUS)

The tables on these pages were prepared by the Association of School, College, and University Staffing. Use the map on page 28 to identify the region where you would like to teach. The table below lists teaching fields in alphabetical order; the table on page 30 ranks them according to the demand for new teachers. Please note: these figures are based on the opinions of college placement officers and school district recruiters and not on actual hiring data. For a copy of the *Job Search Handbook for Educators* published by the Association of School, College, and University Staffing, write to ASCUS at 1600 Dodge Avenue, Suite 330, Evanston IL, 60201 (708-864-1999). Each Handbook costs $10.00 and contains more information regarding teacher supply and demand as well as general guidance on how to find a position in teaching.

Teacher Supply and Demand by Field and Region

Regions are coded: 1 - Northwest, 2- West, 3 - Rocky Mountain, 4 - Great Plains/Midwest, 5 - South Central, 6 - Southeast, 7 - Great Lakes, 8 - Middle Atlantic, 9 - Northeast, 10 - Alaska and 11 - Hawaii.

5 = Considerable shortage; 4 = Some Shortage; 3 = Balanced; 2 = Some Surplus; 1 = Considerable Surplus

Field	Region											National
	1	2	3	4	5	6	7	8	9	10	11	1993
Agriculture	3.50	2.50	2.50	2.92	2.43	3.00	3.62	3.50	—	—	4.00	3.03
Art	1.92	2.39	2.00	2.52	2.33	2.23	2.36	1.71	1.38	2.00	3.00	2.25
Bilingual Education	4.17	4.78	3.88	4.20	4.69	3.62	4.19	3.82	3.67	4.00	3.00	4.18
Business	2.40	2.69	2.43	2.36	2.18	2.43	2.37	2.25	2.67	3.00	3.00	2.39
Computer Science	3.44	3.62	3.33	3.62	3.56	3.47	3.23	3.36	2.00	4.00	4.00	3.41
Counselor - Elementary	4.17	3.13	3.67	3.94	3.55	3.00	3.15	2.63	2.00	5.00	5.00	3.31
Counselor - Secondary	4.31	3.19	3.44	3.55	3.35	2.67	3.05	2.50	2.00	5.00	5.00	3.16
Data Processing	4.00	3.50	2.67	3.06	3.25	3.50	3.00	3.00	—	3.00	—	3.17
Driver Education	2.00	2.88	2.00	2.28	2.22	2.25	2.73	2.00	3.00	—	—	2.42
Elementary - Primary	2.47	2.14	2.00	1.62	3.00	2.38	1.50	1.66	1.27	4.00	2.00	1.88
Elementary - Intermediate	2.27	2.33	2.00	1.70	2.95	2.56	1.58	1.77	1.25	4.00	2.00	1.96
English	2.43	3.10	2.70	2.61	2.81	2.51	2.27	2.02	1.58	4.00	3.00	2.44
English as a Second Lang	4.00	4.44	3.71	4.24	4.06	3.72	3.71	3.31	3.86	3.00	3.00	3.91
Health Education	2.22	2.08	2.75	1.67	1.50	2.28	1.76	1.76	2.25	4.00	3.00	1.89
Home Economics	2.17	2.42	2.33	2.18	2.42	2.75	2.88	2.43	2.00	1.00	4.00	2.49
Journalism	2.25	1.89	2.80	2.69	2.55	2.40	2.39	2.00	—	3.00	—	2.46
Language, Modern - French	3.20	2.53	2.88	3.51	3.45	3.46	2.98	2.82	2.50	4.00	3.00	3.13
Language, Modern - German	2.90	2.53	3.00	3.33	3.45	3.47	3.04	2.83	3.00	4.00	3.00	3.13
Language, Modern - Spanish	3.80	3.47	3.70	3.93	4.14	3.66	3.47	3.23	2.63	4.00	4.00	3.61
Language - Other	4.50	4.00	—	3.25	4.50	3.75	4.29	5.00	3.00	5.00	—	4.04
Library Science	3.75	3.40	3.33	3.52	3.30	3.44	3.43	3.11	3.50	3.00	4.00	3.43
Mathematics	3.40	4.00	3.20	3.43	4.14	3.73	3.23	3.05	2.91	4.00	5.00	3.43
Music - Instrumental	3.06	3.00	3.25	3.23	3.00	2.58	2.81	2.60	2.00	5.00	3.00	2.91
Music - Vocal	3.06	2.56	3.25	3.18	2.90	2.57	2.72	2.41	1.86	4.00	—	2.81
Physical Education	2.00	1.61	1.50	1.37	1.58	1.91	1.55	1.75	1.60	—	3.00	1.61
Psychologist (School)	4.55	3.79	4.43	4.00	3.62	3.29	3.50	3.42	3.67	5.00	—	3.72
Science - Biology	3.13	3.40	2.70	3.22	3.52	3.42	2.98	2.93	3.25	3.00	3.00	3.16
Science - Chemistry	3.60	4.25	3.50	3.77	4.19	3.94	3.63	3.60	3.89	4.00	4.00	3.79
Science - Earth	3.31	3.71	3.00	3.29	3.62	3.41	3.03	3.05	3.00	3.00	4.00	3.24
Science - General	3.00	3.42	2.80	3.21	3.48	3.38	3.00	2.85	3.25	3.00	3.00	3.14
Science - Physics	3.60	4.33	3.44	3.95	4.40	4.21	3.80	3.62	4.13	4.00	4.00	3.93
Science - Other Areas	—	4.00	—	—	4.00	—	3.75	4.00	—	—	—	3.86
Social Sciences	2.00	1.44	1.22	1.46	1.75	1.77	1.58	1.56	1.38	1.00	—	1.58
Social Worker (School)	3.63	3.33	3.40	3.42	3.60	2.75	3.18	2.14	3.50	5.00	—	3.22
Speech	2.75	3.31	2.71	2.68	2.86	3.60	2.63	3.00	4.00	—	—	2.88
Special Ed - Deaf	4.30	4.00	4.75	4.20	4.60	4.46	3.50	3.82	4.00	5.00	4.00	4.17
Special Ed - ED/BD	4.36	4.15	4.14	4.41	4.69	4.59	4.36	4.15	4.14	5.00	5.00	4.39
Special Ed - Gifted	3.55	4.00	4.00	3.80	4.31	4.00	3.54	3.42	3.33	5.00	—	3.80
Special Ed - LD	4.38	4.25	4.50	4.17	4.56	4.37	4.25	4.27	3.89	5.00	5.00	4.29
Special Ed - Mental Hand.	4.33	4.36	4.43	4.05	4.69	4.38	4.07	4.09	3.75	5.00	5.00	4.22
Special Ed - Multi Hand.	4.43	4.64	4.43	4.39	4.73	4.52	4.34	4.10	3.86	5.00	5.00	4.40
Special Ed - Reading	3.64	3.06	3.88	3.53	4.00	3.80	3.10	2.94	3.00	3.00	—	3.38
Special Ed - Other	—	5.00	—	4.50	4.00	4.00	4.00	3.50	2.00	—	—	3.85
Speech Path./Audio.	4.46	4.23	4.00	4.41	4.41	4.47	4.24	4.09	3.50	5.00	—	4.28
Technology/Industrial Arts	4.50	3.11	2.83	2.91	2.60	3.36	3.26	3.00	2.67	3.00	—	3.09
COMPOSITE	**3.37**	**3.33**	**3.15**	**3.26**	**3.44**	**3.30**	**3.13**	**2.98**	**2.83**	**3.87**	**3.71**	**3.22**
N =	**17**	**21**	**11**	**68**	**21**	**40**	**72**	**50**	**14**	**1**	**1**	**316**

Relative Demand by Teaching Area and Year

(Results for 1990 forward include Alaska/Hawaii; prior years are contiguous forty-eight states only.)

5 = Considerable shortage; 4 = Some Shortage; 3 = Balanced; 2 = Some Surplus; 1 = Considerable Surplus

	1993	1992	1991	1990	1989	1976
Teaching Fields with Considerable Shortage (5.00 - 4.25)						
Special Education – Multi. Handicap	4.40	4.47	4.42	4.39	4.14	—
Special Education – ED/BD	4.39	4.23	4.44	4.46	4.40	3.42
Speech Education – LD	4.29	4.18	4.41	4.49	4.26	4.00
Speech Pathology – Audiology	4.28	4.37	4.53	4.41	4.25	3.63
Teaching Fields with Some Shortage (4.24 - 3.45)						
Special Education – Ment. Handicap	4.22	4.33	4.47	4.48	4.29	2.87
Bilingual Education	4.18	4.15	4.15	4.35	4.45	—
Special Education – Deaf	4.17	4.41	4.21	4.34	4.12	—
Language – Other	4.04	3.53	3.67	3.41	—	—
Science – Physics	3.93	3.88	3.67	3.93	4.12	4.04
English as a Second Language	3.91	3.65	3.74	4.00	—	—
Science – Other	3.86	3.13	2.88	3.36	—	—
Special Education – Other	3.85	3.90	3.96	3.98	—	—
Special Education – Gifted	3.80	3.56	3.65	3.76	3.93	3.85
Science – Chemistry	3.79	3.68	3.84	3.62	4.01	3.72
Psychologist (School)	3.72	3.62	3.57	3.85	3.79	3.09
Language, Modern – Spanish	3.61	3.56	3.71	3.76	3.76	2.47
Teaching Fields with Balanced Supply and Demand (3.44 - 2.65)						
Library Science	3.43	3.61	3.53	3.76	3.60	—
Mathematics	3.43	3.53	3.58	3.91	3.83	3.86
Computer Science	3.41	3.25	3.36	3.84	3.75	—
Special Education – Reading	3.38	3.38	3.77	3.55	3.58	3.96
Counselor – Elementary	3.31	3.64	3.69	3.67	3.40	3.15
Science – Earth	3.24	3.14	3.33	3.15	3.55	3.44
Social Worker (School)	3.22	3.30	2.94	2.99	3.03	—
Data Processing	3.17	2.90	2.54	3.57	2.58	—
Counselor – Secondary	3.16	3.56	3.64	3.56	3.26	2.69
Science – Biology	3.16	3.08	3.04	3.17	3.35	2.97
Science – General	3.14	3.07	3.16	3.26	3.43	—
Language, Modern – French	3.13	3.13	3.24	3.22	3.51	2.15
Language, Modern – German	3.13	2.90	3.07	3.12	3.42	2.03
Technology – Industrial Arts	3.09	2.81	3.04	3.23	2.95	4.22
Agriculture	3.03	2.84	3.03	3.03	2.93	4.06
Music – Instrumental	2.91	3.09	3.27	3.23	3.20	3.03
Speech	2.88	2.85	2.72	2.78	2.95	2.46
Music – Vocal	2.81	2.95	3.10	3.12	3.00	3.00
Teaching Fields with Some Surplus (2.64 - 1.85)						
Home Economics	2.49	2.62	2.63	2.69	2.33	2.62
Journalism	2.46	2.64	2.59	2.66	2.76	2.86
English	2.44	2.94	3.05	3.28	2.97	2.05
Driver Education	2.42	2.31	2.82	2.57	2.71	2.44
Business	2.39	2.39	2.81	3.07	2.84	3.10
Art	2.25	2.11	2.21	1.96	2.24	2.14
Elementary – Intermediate	1.96	2.41	2.77	2.81	2.62	1.90
Health Education	1.89	1.90	2.17	2.02	2.03	2.27
Elementary – Primary	1.88	2.33	2.82	2.83	2.63	1.78
Teaching Fields with Considerable Surplus (1.84 - 1.00)						
Physical Education	1.61	1.70	1.85	1.72	1.78	1.74
Social Science	1.58	1.58	1.98	1.89	1.98	1.51

From data supplied by survey respondents. In some instances, the averages are based upon limited input, and total reliability is not assured.

Profiles of High-Need Areas

On these pages, you'll find brief "snapshots" of some of the curriculum areas experiencing the greatest need for new teachers. Any teacher college will be able to provide you with more information about these and other high-need curriculum areas.

Special Education

Goals: To provide specially designed instruction to infants, toddlers, older children and teenagers with disabilities in an effort to meet their unique educational needs. Special education teachers use their expertise to design or modify educational programs to help individual students learn in their own way and at their own pace.

Special educators teach students with mental, behavioral, sensory, physical, or learning disabilities in a range of settings. They may work as consultants, co-teaching in the classroom alongside another teacher, or as "itinerant" teachers who travel to more than one school. They may also teach in a special resource room where students come from regular classrooms for individualized or small group instruction, or in a self-contained classroom where they can give undivided attention to students with special needs. Many special education teachers say that they derive great personal reward and professional satisfaction from uncovering and nurturing the hidden talents of students with disabilities.

Today, with "mainstreaming" of special education students in regular classrooms becoming increasingly popular, some new teachers choose to acquire a double license in special education and another area (for example, elementary education) in an effort to better prepare themselves for students with special needs. School recruiters say that experience in special education can improve a teacher candidate's job prospects significantly.

ROBIN SACHS PHOTO

I teach because it challenges me to use my creativity so that I can connect with children and become part of their lives. They can become part of my life and we can grow together.

Melissa Alloway has taught deaf children in both the United States and Mexico, and leads workshops for other special education teachers.

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Opportunities to Explore Special Education: To find out if a career in special education is right for you, try volunteering in a classroom with children who are intellectually, physically or emotionally challenged, or helping out at a recreation center or camp that provides activities for people with disabilities. For more information, contact: Professions Information Center, National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (703-264-9474; TDD 703-264-9480).

Bilingual Education/English as a Second Language

Goals: To assist students who speak languages other than English. The need for bilingual education teachers is compelling when you consider that during the last ten years in the United States:

- the Asian/Pacific American population has more than doubled from 3.5 million to 7.3 million
- the Hispanic population has grown by more than half, from 14.6 to 23.4 million
- the number of American Indians, Eskimos and Aleuts has increased by more than one-third.

All in all, more than eight million school-age children speak languages other than English in their homes, and approximately half that number are not proficient in English when they enter school. Furthermore, it is estimated that it can take up to seven years to learn English well enough to follow academic instruction in an all-English classroom. The only way to ensure that these students progress through the schools and receive an effective education, many educators argue, is to teach content material in their native languages while they are learning English. This educational approach requires specially trained teachers who teach in languages other than English, and who are sensitive to cultural differences.

ROBIN SACHS PHOTO

If we don't teach Molly to appreciate who Rico is, or Rico to appreciate who Molly is, they are going to have a harder time in the future than we have right now.

Teresa R. De Garcia teaches bilingual classes in Denver, CO. She was a winner of the 1989 Colorado Educator Award.

English as a Second Language (ESL) instruction is an essential component of every bilingual education program; sometimes it is taught by the bilingual teacher and sometimes by an ESL specialist (who may not need to be fluent in two languages).

Opportunities to Explore Bilingual Education: Teacher education programs in Bilingual Education are offered by many universities. Information on programs funded by the U.S. Department of Education can be obtained by contacting the Office of Bilingual Education and Minority Languages Affairs at 202-205-5576 or the National Clearinghouse for Bilingual Education at 800-321-NCBE.

Since each state has its own licensure requirements for Bilingual Education and English as a Second Language teachers, those interested in this area should contact state departments of education directly for answers to licensure-related questions. (See page 65–69 for a list of contacts.)

Current or prospective bilingual and ESL teachers may also want to contact two national, non-profit membership and advocacy associations. The National Association for Bilingual Education can be contacted at 1220 L Street NW, Suite 605, Washington, DC 20005; 202-898-1829. Another source of information is Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron Street, Suite 300, Alexandria, VA 22314 (703-836-0774).

Mathematics and Science

Goals: A recent report by the National Research Council, *Everybody Counts: A Report to the Nation on the Future of Mathematics Education*, states, "The shortage of qualified mathematics teachers in this country is serious, more serious than in any other area of education, and affects all levels from elementary school to graduate school." In 1988, barely half of all math teachers had majored in and were licensed to teach math. The situation for science teachers is not much better.

ROBIN SACHS PHOTO

A lot of people want to teach, but there's a difference between teaching and inspiring, a difference in instructing and enlightening. There's a difference.

Ernestine Hogan is a math teacher in Atlanta, GA, where she has received numerous awards for effective teaching.

If you are considering becoming a math or science teacher, you not only can help to fill an area of significant need; you can also become a member of the vanguard of fellow teachers, administrators, mathematicians, scientists, business people, and others who are transforming how math and science are taught. Innovative teaching methods have been or are being developed to improve American students' performance in mathematics and science. The National Science Teachers Association, for example, has developed new curricula for grades 7-12 and is now testing that material in several states. The National Council of Teachers of Mathematics, for its part, has prescribed a totally revamped K-12 math curriculum and the American Association for the Advancement of Science is creating instructional models that integrate science, mathematics, and other subjects.

Opportunities to Explore Math and Science Education: Contact the National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091; 703-620-9840; or the National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009; 202-326-5800.

Teacher Education for the 21st Century

What do teachers need to know in order to teach effectively? What is the best way for them to gain this knowledge? How long should this process take?

These are among the questions being asked by educators who are now working to reform the way teachers are prepared in the United States. While the answers to these questions are still subject to debate, an emerging consensus is that:

- Many teacher education programs in the U.S. play an active role in the development of new learning theories and classroom practices. Others, however, are perceived by students and practicing teachers alike as overly attached to timeworn teaching strategies, failing to integrate advances in research on classroom practice (or new classroom technologies) into their curriculum. Consequently, many new teachers have felt inadequately prepared to meet the challenges of today's classrooms—and must seek opportunities to learn new teaching techniques on their own. A wide range of national organizations and university consortia (including the American Association of Colleges for Teacher Education, the National Council for Accreditation of Teacher Education, the Association of Teacher Educators, the Education Renewal Network, the National Center for Research on Teacher Learning, and the Holmes Group) are now focusing on the reform and improvement of teacher education programs across the country.
- Most teachers acknowledge that their practice-teaching experiences were the most valuable part of their teacher education. In response, many teacher educators are recommending increased emphasis on that component of teacher preparation. A number of current reform efforts, in fact, are testing a new form of teacher education that is similar to the model used by the healthcare community to prepare doctors. Under this model, colleges join with school districts to form "professional development schools" where teacher candidates undertake multiple internships and participate in field research on learning theory and classroom management.
- A special challenge for the teacher education community is the increasing number of professionals who are deciding to leave other fields to enter teaching, bringing special talents and perspectives with them. A chemist with twenty years of experience in the field, for example, would undoubtedly benefit from relevant coursework and experience in learning theory and classroom practice—but might not need to spend much time studying chemistry. Situations of this sort have led many teacher education institutions to create new programs and 40 states to institute "alternative licensure" routes, but debate continues to swirl around the nature and effectiveness of those programs. (For more information on alternative licensure programs and issues, *see page 62.*)

What do these issues and potential reforms mean to you? If nothing else, they mean that over the next decade, teacher education will be a field undergoing significant change. As a potential "consumer" of teacher education programs, you will be in a position to help shape the course of their reform through the choices you make. The resource list on pp. 48–49 can help you become a more informed consumer—both for your own good, and for the good of the field you have chosen.

PREPARING FOR A CAREER IN TEACHING

In requesting and reading this *RNT Careers in Teaching Handbook*, you have taken an important step towards deciding whether or not a teaching career would be right for you. You're not alone in considering such a decision before you reach college; more than half of all new teachers surveyed by a 1990 study said they decided on a teaching career while in high school or middle school.

Partly for this reason, more and more school districts, teacher colleges and national organizations are working together to help high school and middle school students learn more about teaching. A recent survey conducted for the DeWitt Wallace-Reader's Digest Fund by Recruiting New Teachers, Inc. (publishers of this book) turned up nearly 250 such precollegiate teacher recruitment programs around the country. Some of them—statewide networks of future educator clubs—have dozens of local chapters and thousands of student members. In the state of Florida alone, more than fifteen thousand students are taking part in future educator activities.

You may be lucky enough to live in a school district that offers a program for students interested in a teaching career. (Ask a guidance counselor or call the personnel office at your local district to find out.) But even if you don't, there are steps you can take to learn more about teaching.

- **Start your own future educators chapter.** All you need are a few interested classmates and a teacher sponsor. See page 36 for details.
- **Tutor younger students.** Look for opportunities at schools, churches or synagogues, community centers, boys' or girls' clubs, YMCAs or YWCAs. Also, many local newspapers publish volunteer opportunities sections. Tutoring will not only help you decide if you like teaching; it will help another student and, eventually, will make you a better candidate for a teacher education program or job.
- **Work with children at a summer camp.** Consider working as a counselor at a summer camp, recreational center or parks program.
- **Attend a summer institute.** A growing number of colleges and other organizations offer summer programs designed to introduce high school students to teaching. See page 36 for more information.
- **Talk to teachers.** Identify the most effective teachers you have had in school, and consider the ways they teach. Most teachers will be happy to answer questions you might have about why they chose a certain method or how they inspired a lively classroom discussion.
- **Read.** The list of books on page 15 is a good start. Try your public library.

Precollegiate Teacher Recruitment Programs

These programs offer exciting opportunities for middle and high school students to experience teaching through a variety of activities, including: tutoring; apprenticing with a teacher for a day; learning how to develop and teach lesson plans; exploring different teaching styles; and attending conferences and workshops.

In addition to the organizations listed below, some states, local school districts and colleges offer similar, regional programs. Consult the reference department at your school or local public library, and the guidance department at your school.

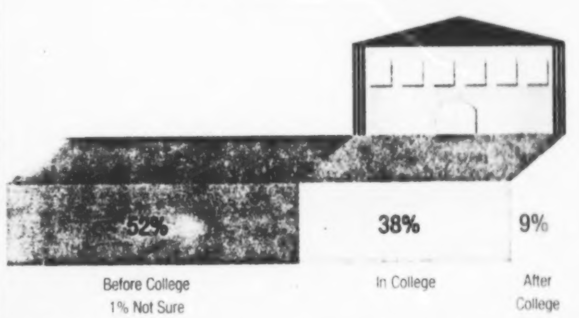
Future Educators of America (FEA): Future Educators of America is a national federation of local and state future teacher chapters. Though the scope of these club programs differs widely, they all provide information about career opportunities in education and offer students opportunities to develop the qualities, skills and aptitudes they will need to become successful teachers. Contact: Dr. Janet Towslee, Future Educators of America, Information Dissemination Center, c/o College of Education, Georgia State University, Atlanta, GA 30303 (404-651-2841).

Phi Delta Kappa: This national fraternity dedicated to academic excellence operates a week-long summer camp/institute for prospective teachers. PDK's annual summer program brings together about 200 outstanding high school juniors (of both sexes) from the United States and Canada who share an interest in teaching. The application deadline is late February. Contact: Dr. Howard Hill, Director of Chapter Programs, Phi Delta Kappa, Eighth and Union, PO Box 789, Bloomington, IN 47402-0789. Phone: 800-766-1156.

Summerbridge: This growing national network of summer programs offers a great opportunity for high school and college students to teach young children in grades 4-8. Each program is six weeks long and is administered by the high school and college student faculty, with assistance from the Summerbridge national office in San Francisco. In 1992, 12 Summerbridge programs took place in 10 sites around the nation (and in Hong Kong). Most of the sites are independent schools, and the programs are designed especially to serve youngsters from inner cities. Contact: Summerbridge National Project, 3065 Jackson Street, San Francisco, CA 94115 (415-749-2037).

THE DECISION TO TEACH

When did new teachers make the choice?



Source: Metropolitan Life Survey of the American Teacher, 1990

SUMMERBRIDGE NATIONAL PROJECT

Teaching Academies and Magnet Schools: These programs offer high school students (and in some cases, middle school students) a more intensive experience. Although programs vary, all tend to give students early experience in classroom teaching and the opportunity to study and learn teaching methods. Student participants receive high school credit, and in some cases, credit through a local teacher college as well. Public magnet schools have now been established in New York, Washington, DC, Miami, Cleveland, Columbus, Pittsburgh, Atlanta, Houston, and Los Angeles, among others. Contact your guidance office or: Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178 (617-489-6000).

Celebration of Teaching: For nearly a decade, this program has helped teachers create workshops and other experiences designed to recruit young people into the teaching profession. Application information is available from Ruth Campopiano or Peter Schmidt, Co-Directors, Celebration of Teaching, Geraldine R. Dodge Foundation, 95 Madison Avenue, P.O. Box 1239, Morristown, NJ 07960 (201-540-8442).

American Camping Association: While camp counseling isn't classroom teaching, it involves many of the same kinds of skills. Teacher recruiters often look for evidence of experience working with children in the candidates they consider, and camp counseling is one of the best ways to gain that experience. If you attended a camp yourself, think about contacting that camp and asking how you might apply to be a counselor. Alternatively, try referring to the annual guide to accredited camps published by the American Camping Association. You'll probably find it in your local library or bookstore, or contact the ACA at Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 (317-342-8456).

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Why I Will Teach

OTIS YOUNG

It was during my junior year in high school. I was leading a class as an intern teacher—one of the activities of our Future Educators of America chapter. And I had their full attention—for algebra! Someone stopped me and said, "You know, you're doing a great job. I think you'd make a good teacher. In fact, I think you'd be better than the teacher."

So I thought: Okay. I can do this.

Another time, I had a guy in my class who wouldn't do any work at all. He was determined not to do any work. So I took him aside and said, "Look. If you want to be something in life, you're going to have do your schoolwork." At first he gave me an attitude, and I was at the point of saying, okay, get him out of here . . . but then his teacher said he came back and began to do his work. Now he's doing a lot better.

And I thought: Hey. I'm making a difference.

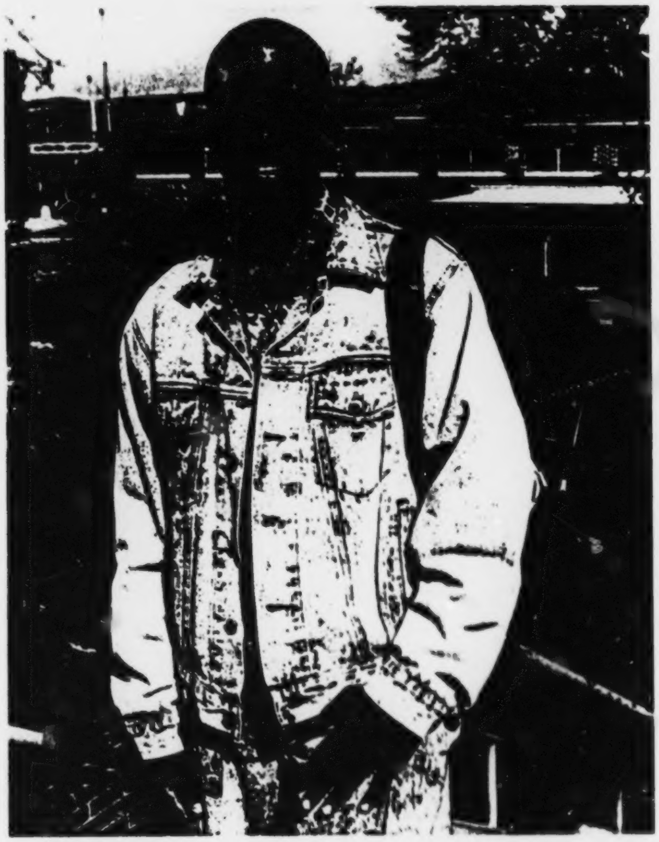
So I've decided to be a fifth grade teacher. I think I can make the greatest difference that way, by helping students make the transition from elementary to middle school. I think I can help these students by instilling positive values and by helping them to set (and achieve) their goals.

Now that I've made this decision, I know what to do: I'll graduate from college, get my teaching certificate, and begin my teaching career five or six years from now. But I wouldn't have been able to make that decision if I hadn't given teaching a shot—if I hadn't known what it felt like to make a difference.

Here's how you can do the same thing. If you have a future educators chapter at your school, join it. As a member of our club, I've been able to be a student intern and actually teach some classes. I helped teachers grade papers and write lesson plans. I've traveled to state conferences, and participated in lots of other activities as well.

If your school doesn't have a club, think about starting one. Or, just volunteer to help out your favorite teacher. Teach Sunday school. Work in day care. Even just reading to little brothers or sisters would help.

Just do me one favor. There'll be times when you'll want to quit. You'll be leading the class and the kids won't be paying attention. You'll be frustrated. You'll want to just give it all up.



FLORIDA A&M UNIVERSITY

Hang in there. Sooner or later . . . you'll get the same feeling that I did, that you made a difference in someone's life. And when that happens, you'll know what it really feels like to be a teacher.

Don't do it. Hang in there. Sooner or later it will pass, and one day you'll get the same feeling that I did, that you made a difference in someone's life. And when that happens, you'll know what it really feels like to be a teacher.

Otis Young was a member of the class of '92 at Jones High School in Orlando, FL, and served as President of the Future Educators of America national conference during his senior year. He now attends Florida A&M University, where he is double-majoring in elementary and exceptional education.

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FINDING FINANCIAL AID

The cost of attending college or graduate school can often seem an insurmountable hurdle. However, there are a number of programs designed to help you make college and graduate study affordable. Different forms of financial aid are designed to defray direct education expenses (for example, tuition and books), or personal expenses (for example, housing and meals).

Most financial aid is targeted at college students, but some is also available for students entering graduate school—especially for people of color, special needs students, and students entering specialized types of programs.

Types of Financial Aid

- **Loans:** Most student loans must be repaid, usually at relatively low interest rates, and usually within a number of years after you graduate. For some types of loans, the government (or other lender) pays your interest while you're in school.
- **Forgivable loans:** These loans may be *forgivable* if you meet certain criteria—for example, if you agree to teach in a certain state or city (or curriculum area) for a specified number of years after you graduate. Unfortunately, many of the loan forgiveness programs put in place by state departments of education are not currently funded.
- **Grants and scholarships:** Neither of these types of awards needs to be repaid. Grants and scholarships are often based on financial need; some awards may also be based on other criteria as well (for example: academic achievement).
- **Student employment or work-study:** Under these programs, you would earn financial aid by working on or off campus.
- **Fellowships:** These programs are designed to serve graduate students, based on academic achievement and/or field of study.
- **Internships:** Some schools and school districts provide on-the-job experience with a (usually minimal) cash stipend.

Examples of all of these types of aid are discussed below, and in the state directory and resource sections that conclude this chapter of the *Handbook*.

Who Qualifies for Financial Aid?

Financial aid is primarily based on your demonstrated need for the aid. The definition of need is the difference between your college costs and what you and your family can afford to pay, as determined by federally approved calculations. Never assume that you will or will not qualify; the process is a complex one, based on a number of considerations. These other qualifications include:

- For some types of aid, your enrollment status is important (i.e., you may have to register for a minimum number of credits).
- Your own eligibility for financial aid can also depend on the eligibility of the institution you're attending—for example, whether the school is accredited, or what kind of program you are enrolling in.
- You may be required to have a high school degree, to be a citizen of the United States, or to have attained a certain level of academic performance in high school or college.

Sources of Financial Aid

The following represents a summary of the most common financial aid programs. But this list does not include the thousands of other aid programs administered by college financial aid offices, or offered through national or community organizations. To track down additional potential sources of financial aid, you should refer to the resource list on page 49, explore resources available at your school or local public library, and talk to the financial aid counselors at the institution you plan to attend.

NATIONAL SERVICE AND FEDERAL STUDENT LOANS

President Clinton's new national service program would give college students the option of repaying federal student loans by participating in up to two years of community service. While final details regarding the national service legislation were still pending as this *Handbook* went to press, Congress has already approved a scaled-down version of the original plan that sets the education benefit at $4,725 per year of service. Professional service corps in teaching are among the eligible programs included in the proposed plan.

- **Programs Administered by the Federal Government**
  Since 1980, an increasing percentage of federal student aid has been provided through loans, as opposed to grants. Federally funded aid programs have continually been altered due to political debate on the nature of federal aid, on legislative changes, and on budgetary reallocations. For the most up-to-date information on federal aid, you should order *The Student Guide* through the U.S. Department of Education toll-free line, 1-800-4-FED-AID. As this *Careers in Teaching Handbook* went to press, however, here is what the federal student aid picture looked like.

  Pell Grant: The largest federal student aid program, designed for undergraduates without a Bachelor's degree who are attending an eligible institution at least half-time. The amount awarded is based on demonstrated need, as well as college costs at your chosen college. Pell Grants (like all federal aid programs) must be re-applied for each year; you will use a free form known as the "Application for Federal Student Aid" (AFSA). Your eligibility for other federal aid programs is based on that form, so meeting filing deadlines is important.

Stafford Loan Programs: Beginning with the 1993-94 school year, there are now two types of Stafford loans (which were formerly known as Guaranteed Student Loans). You can receive either a "subsidized" loan (a need-based loan; the federal government pays your interest while you are in school) or an "unsubsidized" loan (not based on need; you are responsible for the interest). To be considered for either, you must first apply for a Pell Grant. You can find out more by contacting your state's guaranty agency (call 1-800-4FED-AID for the phone number).

Federal PLUS and SLS loans: For students attending school at least half-time. PLUS loans are borrowed by credit-worthy parents for their dependent child's college education. SLS (Supplemental Loans for Students) are for independent or graduate and professional (mid-career) student borrowers. Each can be used to supplement other sources of funding, or replace the expected family contribution in the needs analysis. They are obtainable through a bank or other private lender. These loans are not need-based, but many colleges require that you first apply for a Pell Grant. Repayment usually begins 60 days after receiving the first payment from the lender.

Federal Supplemental Educational Opportunity Grant Program (FSEOG): No payback is necessary. SEOG awards are designed for undergraduates with exceptional financial need. Colleges can not guarantee funding to every student who qualifies; applying early increases your chances.

Perkins Loan Program: For both undergraduate and graduate students with exceptional need. The Perkins loans offer a low interest rate and possible deferral of loan repayment. Priority is given to Pell Grant recipients, so again, apply early.

Federal Work-Study Program: Federal support for college work-study programs, under which students work in exchange for financial aid. You must show need, and many of the jobs relate to programs of study.

Special Programs: There are also special federally funded financial aid programs available for: Native Americans; military personnel and veterans; and individuals with disabilities.

- **Programs Administered by State Governments**
  In 1992, 31 states offered some form of loan forgiveness program to students who would commit to teaching in that state for a number of years after they become certified. (Not all of these programs, however, were fully funded by their respective state legislatures.) Some states also offered other grant or loan programs, and all states were eligible to administer the following federally funded program:

Paul Douglas Teacher Scholarships: For outstanding high school graduates (in the top ten percent of their class) who want to pursue teaching as a career and who agree to teach following college graduation for two years for every year of assistance. Teaching in shortage areas cuts the service commitment in half. There may be additional state criteria to be met for eligibility. Contact your state department of education for information *(see list on page 44).*

- **College- and University-Funded Aid Programs**
  College admissions offices and college catalogs are good sources of information on what financial assistance is available from the school; what procedures and application deadlines are in effect; and how your financial need would be assessed by the school. Generally, more financial aid will be available for undergraduates than for graduate students.

- **Privately Funded Aid Programs**
  There are many private programs that award grants, scholarships and low-interest loans to qualifying students. In addition to the sources of information mentioned above, churches, local civic, fraternal, and veterans' organizations can be contacted. Employers, labor unions and professional associations can also be sources of financial aid.

GETTING HELP FROM YOUR STATE

The contact information provided here will help you find general guidance regarding opportunities in teaching (and financial assistance programs) through your local state department of education. For information about your state's teacher licensure requirements, consult the separate list beginning on page 65.

ALABAMA

Teacher Education Programs
Department of Education
5114 Gordon Persons Building
50 North Ripley St.
Montgomery, AL 36130
205-242-9560

General Information: Provides literature and guidance.

Financial Aid: State offers several financial aid programs for Alabama residents only. The Alabama Commission on Higher Education provides extensive information on financial aid sources in Alabama. Contact the Grants and Scholarships Department, Commission on Higher Education, 3465 Norman Bridge Road, Montgomery, AL 36104 (205-281-1921).

ALASKA

Teacher Education and Certification
Department of Education
Alaska State Office Building, Pouch F
Juneau, AK 99811-1894
907-465-2831

General Information: Provides literature and telephone guidance.

Financial Aid: State offers several financial aid programs for residents of Alaska, including loan forgiveness programs. Contact the Alaska Commission on Post-Secondary Education, P.O. Box 110505, Juneau, AK 99811 (907-465-2854).

ARIZONA

Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
602-542-4367

General Information: Provides guidance.

Financial Aid: Provides guidance to available resources.

ARKANSAS

Financial Aid Office
Department of Higher Education
114 East Capitol
Little Rock, AR 72201
501-324-9300

General Information: Provides literature and guidance.

Financial Aid: Provides guidance to available resources.

CALIFORNIA

Department of Education
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720
916-657-5485

General Information: Provides literature and telephone guidance.

Financial Aid: Provides guidance to available resources.

COLORADO

Commission on Higher Education
1300 Broadway, 2nd Floor
Denver, CO 80203
303-866-2723

General Information: Provides guidance.

Financial Aid: Provides guidance to available resources.

CONNECTICUT

Department of Education
P.O. Box 2219
Hartford, CT 06145
203-566-8113

General Information: Provides literature and guidance.

Financial Aid: Provides teacher scholarship information and other available resources.

DELAWARE

Higher Education Commission
Carvel State Office Building, 4th Floor
820 French Street
Wilmington, DE 19801
302-577-3240

General Information: Provides guidance.

Financial Aid: The Higher Education Commission administers a state-funded program, the Christa McAuliffe Teacher Scholarship Loan. This program and the financial aid resources that the Commission provides are for Delaware residents only.

DISTRICT OF COLUMBIA

Teacher Recruitment Office
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004-1994
202-724-4246

General Information: Provides literature and guidance. Another source of general information is the American Council on Education, 1 Dupont Circle, Suite 800, Washington, D.C., 20036.

Financial Aid: Provides information on scholarship opportunities and other financial aid resources.

FLORIDA

Office of Teacher Recruitment & Retention
Department of Education
325 West Gaines St., Suite 124
Tallahassee, FL 32399
904-488-6503

General Information: Provides literature and guidance regarding several state recruitment programs. The Bureau of Career Development at the Department of Education provides assistance as well.

Financial Aid: Provides information and guidance to available resources, which include scholarship and loan programs.

GEORGIA

Department of Education
2066 Twin Towers East
205 Butler Street
Atlanta, GA 30334
404-656-4339

General Information: Provides literature and guidance.

Financial Aid: For information on grants, scholarships and loans available to Georgia residents, contact the Career Development Office (404-651-2215) or the Financial Aid Office (404-651-2227) at Georgia State University, P.O. Box 4040, Atlanta, GA 30302. Another resource for financial aid information is the Georgia Student Finance Commission, 2082 East Exchange Place, Suite 200, Tucker, GA, 30084 (404-414-3200).

HAWAII

Department of Education
1390 Miller Street
P.O. Box 2360
Honolulu, HI 96804
808-586-3230

General Information: Provides guidance.

Financial Aid: Provides guidance to available resources.

IDAHO

Office of the State Board of Higher Education
650 West State, Room 307
Boise, ID 83720
208-334-2270

General Information: Provides guidance.

Financial Aid: Provides guidance to available resources.

ILLINOIS

State Board of Education
100 North First Street
Springfield, IL 62777-0001
217-782-2221

General Information: Provides literature and guidance.

Financial Aid: Provides information, guidance and several scholarship opportunities. The Board of Education offers the Gifted Fellowship Program which is designed to encourage graduate study leading to the education of gifted and talented children. There is a Mathematics/Science Traineeship Program which is designed to increase the number of teachers in these subjects in Illinois elementary and secondary schools. The Teacher Shortage Scholarship is designed to recruit individuals into areas of identified staff shortages. The Equal Opportunity Scholarship Program is designed to recruit women and minorities into teacher education institutions in order to prepare as education administrators. For information specifically on these scholarship programs, contact the Instructional Improvement Section of the Board of Education (217-782-9374).

INDIANA

Professional Standards Board
Department of Education
State House, Room 229
Indianapolis, IN 46204-6610
317-232-6610

General Information: Provides literature and guidance.

Financial Aid: For information on financial aid resources, contact the State Student Assistance Commission at the Department of Education (317-232-2350). Several scholarship programs are designed specifically to recruit people of color and prospective special education teachers.

IOWA

State Education Association
4025 Tonawanda Drive
Des Moines, IA 50312
515-279-9711

General Information: Provides guidance.

Financial Aid: For information on all Iowa financial aid programs, contact the Iowa College Student Aid Commission, 201 Jewitt Building, 914 Grand Avenue, Des Moines, IA, 50309 (515-281-3501).

KANSAS

Board of Regents
Suite 609, Capitol Tower
400 SW Eighth Street
Topeka, KS 66603-3911

General Information: Provides literature and guidance.

Financial Aid: Offers general assistance and administers the state-funded Kansas Teacher Scholarship Program.

KENTUCKY

Division of Special Learning
Department of Education
Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-3141

General Information: Provides literature and guidance.

Financial Aid: For guidance and information on scholarships and other financial aid programs, contact the Kentucky Higher Education Assistance Authority, 1050 U.S. 127 South, Suite 102, Frankfort, KY, 40601-4323 (502-564-7992). For information on KHEAA's Teacher Scholarship Program, call 502-564-3248. These financial aid services are for residents of Kentucky only.

LOUISIANA

Bureau of Continuing Education
Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
504-342-3414

General Information: Provides literature and guidance.

Financial Aid: Provides guidance and offers several scholarship programs. These scholarships are reserved for Louisiana residents only.

MAINE

Department of Education
State House Station 23
Augusta, ME 04333
207-289-5800

MARYLAND

Teacher Education
Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-333-2511

General Information: Provides literature and guidance.

Financial Aid: Provides information on available resources. For information on Maryland's state-funded scholarships, contact the Maryland State Scholarship Administration (410-974-5370).

MASSACHUSETTS

Bureau of Teacher Certification
Department of Education
350 Main Street
Malden, MA 02148
617-770-7517

General Information: Provides literature and guidance.

Financial Aid: Provides information on available resources.

MICHIGAN

Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
517-373-3324

General Information: Provides guidance.

Financial Aid: For information and guidance on financial aid resources, contact the Office of Scholarships and Grant Programs (517-373-3394).

MINNESOTA

Department of Education
712 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101-2273

General Information: Provides guidance.

Financial Aid: Provides information and guidance to available resources.

MISSISSIPPI

Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211-6453
601-982-6570

General Information: Provides general information and guidance.

Financial Aid: The Financial Aid Office (601-982-6570) provides information on loans and scholarships. Scholarships include the William Winter Teacher Scholar Loan Program and the African-American Doctoral Teacher Loan/Scholarship Program. Also, financial aid workshops are conducted on guidelines, procedures and paperwork. The Office of Academic Affairs provides information on two unique recruitment programs: the Mississippi Teacher Corps, a program for liberal arts college graduates willing to teach for at least one year in a rural area, and the Career Beginnings Program, designed to address young people who face economic and/or social barriers. The Teacher Corps program is open to applicants from other states.

MISSOURI

Office of Urban and Teacher Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
314-751-2931

General Information: Provides literature and guidance.

Financial Aid: Provides information and guidance regarding a state-funded program, the Missouri Teacher Education Scholarship Program. This program is for Missouri residents only.

MONTANA
Montana University Systems
Commissioner of Higher Education
2500 Broadway
Helena, MT 59620
406-444-6570
General Information: Provides guidance.
Financial Aid: For information and guidance, contact the Montana Guaranteed Student Loan Program, 2500 Broadway, Helena, MT. 59620 (406-444-6594, 800-537-7508).

NEBRASKA
Department of Education
301 Centennial Mall, South
Box 94987
Lincoln, Nebraska 68509
402-471-5020
General Information: Provides guidance.
Financial Aid: Provides guidance to available resources.

NEVADA
Department of Education
400 West King Street
Capitol Complex
Carson City, NV 89710
702-687-3100
General Information: Provides information and guidance.
Financial Aid: Provides guidance to available resources.

NEW HAMPSHIRE
Post-Secondary Education Commission
2 Industrial Park Drive
Concord, NH 03301-8512
603-271-2555
General Information: Provides guidance.
Financial Aid: Provides guidance to available resources.

NEW JERSEY
Division of Direct Services
Department of Education
CN 500
Trenton, NJ 08625-0503
609-984-6409
General Information: Provides literature and guidance.
Financial Aid: Provides information on loan programs and teacher scholarships. For further information on financial aid opportunities in New Jersey, contact the Department of Higher Education, CN 540, Trenton, NJ 08625.

NEW MEXICO
Commission on Higher Education
1068 Cerrillos Rd.
Sante Fe, NM 87501-4294
505-827-7383
General Information: Provides guidance.
Financial Aid: For information on financial aid programs, contact the New Mexico Educational Assistance Foundation, P.O. Box 27020, Albuquerque, NM, 87125-7020 (800-279-5063).

NEW YORK
Bureau of Professional Career Opportunity Programs
State Education Department
Cultural Education Center, Room 5C64
Albany, NY 12230
518-486-6042
General Information: Provides literature and guidance.
Financial Aid: For information and guidance to available resources, contact the Bureau of Post-Secondary Grants Administration, State Education Department, 5B68 Cultural Education Center, 9th Floor, Albany, NY, 12230 (518-474-6394).

NORTH CAROLINA
Department of Public Instruction
301 North Wilmington
Raleigh, NC 27601
919-715-1000
General Information: Provides literature and guidance.
Financial Aid: The Division of Teacher Education Services (919-715-1120) provides extensive resources on financial aid. The Prospective Teacher Scholarship Loan and the North Carolina Teaching Fellows Program are two funding programs for prospective teachers. For information specifically on the Teaching Fellows Program (a program designed for high school seniors), contact the Public School Forum of North Carolina, 3739 National Drive, Suite 210, Raleigh, NC 27612 (919-781-6833). These programs are for North Carolina residents only.

NORTH DAKOTA
Department of Public Instruction
600 Blvd. Avenue East
Capitol Building, 11th Floor
Bismarck, ND 58505-0440
General Information: Provides guidance.
Financial Aid: Provides guidance to available resources.

OHIO
Division of Teacher Education and Certification
Department of Education
65 South Front Street, room 1012
Columbus, OH 43266
614-466-3593
General Information: Provides literature and guidance.
Financial Aid: Provides guidance to available resources.

OKLAHOMA
Teacher Education
Department of Education
2500 North Lincoln Blvd.
Oliver Hodge Building
Oklahoma City, OK 73105-4599
405-521-3301
General Information: Provides guidance.
Financial Aid: Provides information on available resources. For information specifically on the Future Teachers Scholarship Program and other programs, contact the Oklahoma State Regents of Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, OK, 73105 (405-524-9100).

OREGON
Department of Education
700 Pringle Parkway, SE
Salem, OR 97310-0290
503-378-3573
General Information: Provides information and guidance.
Financial Aid: Provides information and guidance to available resources.

PENNSYLVANIA
Higher Education Assistance Authority
660 Boas Street
Harrisburg, PA 17102
717-257-2800
General Information: Provides guidance.
Financial Aid: Provides guidance to financial aid resources and administers a teacher loan forgiveness program.

PUERTO RICO
Department of Education
P.O. Box 109759
Hato Rey, PR 00919
809-758-4949

RHODE ISLAND
Department of Education
22 Hayes St.
Roger Williams Building
Providence, RI 02908
401-277-2031
General Information: Provides guidance.
Financial Aid: Provides guidance to available resources.

SOUTH CAROLINA
South Carolina Center For Teacher Recruitment
Canterbury House
Rock Hill, SC 29733
803-323-4032
Toll Free: 800-476-2387
General Information: Provides extensive literature and guidance.
Financial Aid: Provides information on financial aid programs, such as the South Carolina Teacher Loan Program and the Governor's Teaching Loan Program. For information regarding all South Carolina financial aid programs, contact the South Carolina Student Loan Corporation, P.O. Box 21487, Columbia, SC, 29221 (803-798-0916).

SOUTH DAKOTA
Board of Regents
207 East Capitol Avenue
Pierre, SD 57501-3159
605-773-3455
General Information: Provides guidance.
Financial Aid: Provides guidance to available resources and administers scholarship programs.

TENNESSEE
Department of Education
102 Cordell Hull Building
Nashville, TN 37243-0375
615-741-1644
General Information: Provides information and guidance.
Financial Aid: Provides guidance to available resources.

TEXAS
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
512-463-9734
General Information: The Office of Curriculum and Professional Development provides general information and guidance.
Financial Aid: Provides general information. For further information on financial aid programs such as teacher scholarships and loans, contact the Texas Higher Education Board, Office of Loan Services, P.O. Box 12788, Capitol Station, Austin, TX, 78711-9988, (512-483-6100).

UTAH
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
801-538-7510
General Information: Provides guidance.
Financial Aid: Offers the Utah Career Teaching Scholarship Program. This program is for Utah residents only. For further information on financial aid programs, contact the System of Higher Education, 3 Triad St., Suite 500, Salt Lake City, UT, 84180-1205 (801-538-5247).

VERMONT
Department of Education
120 State Street
Montpelier, VT 05620
802-828-3135
General Information: Provides information and guidance.
Financial Aid: Provides information and guidance to available resources.

VIRGINIA
Department of Education
101 North 14th Street
Richmond, VA 23219
804-225-2020
General Information: Provides guidance.
Financial Aid: For information on financial aid programs, contact the State Council of Higher Education for Virginia, James Monroe Building, 101 North 14th Street, Richmond, VA, 23219 (804-225-2137).

WASHINGTON
Higher Education Coordinating Board
917 Lakeridge Way,
P.O. Box 43430
Olympia, WA 98504-3430
206-753-2210
General Information: Provides literature and guidance.
Financial Aid: Provides information on loan programs and scholarships. For information specifically on the Future Teacher Conditional Scholarship Program, call 206-586-7249. This program is for Washington residents only.

WEST VIRGINIA
Department of Higher Education
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301
304-558-2101
General Information: Provides guidance.
Financial Aid: Provides information on scholarships, grants and loans. For information on these financial aid programs, call 304-343-0490.

WISCONSIN
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
608-266-3390
General Information: Provides literature and guidance.
Financial Aid: For information on available resources, contact the Wisconsin Education Association Council (WEAC), P.O. Box 8003, Madison, WI, 53708 (608-276-7711).

WYOMING
Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
307-777-7675
General Information: Provides guidance.
Financial Aid: Provides guidance; For information on teacher education programs and financial aid resources in Wyoming, also contact the Office of Undergraduate Studies, College of Education, University Wyoming, Laramie, WI, 82071-3374 (307-766-2230).

RESOURCES

How to Apply

Applying for financial aid can be time-consuming, but it is important to work with your guidance counselor or financial aid office to search out thoroughly every channel of funding for which you might qualify — and to recognize the important deadlines set by both government and the colleges.

Currently, colleges and universities use one or more of several different financial aid forms. All of the forms can be used to apply for federal aid, but since different schools require different aid forms, you need to contact the financial aid office at the school you want to attend to be certain you are meeting its requirements.

Forms generally should be filed as soon as possible after January 1, for entry the following September into school. Remember that funding is often distributed on a first-come, first-served basis. Remember, too, that millions of scholarship and financial aid dollars actually go unclaimed each year, simply because no qualified individual applied for them. If you need assistance to make your education possible, you owe it to yourself to consult the list of resources on page 49 and to follow up with each and every potential financial aid opportunity.

Finding a College or University

Your public or school library, guidance counselor, a local college, or any good bookstore will almost certainly have one or more of the many guidebooks on selecting a college or graduate program. *The College Blue Book: Degrees Offered by College and Subject* (Macmillan and Co.); *American Universities and Colleges* (American Council on Education); *Index of Majors and Graduate Degrees* (The College Board); *Peterson's Guide to Four Year Colleges and Peterson's Graduate Programs in Business, Education, Health and Law* each offer good resource information. The College Board's book, for example, offers a state-by-state list of institutions offering degree programs in such areas as Teacher Preparation, Education of the Deaf and Hearing Impaired, Education of the Culturally Disadvantaged, Educational Media Technology, and Education Administration. Barron's 1600-page *Profiles of American Colleges* may be one of the most complete guidebooks; it includes profiles of 1500 colleges along with an index of majors.

Teacher Education: A Guide to NCATE-Accredited Colleges and Universities, published by the National Council for Accreditation of Teacher Education, offers profiles of all institutions that have been accredited by NCATE (about 500 out of approximately 1,280 education programs nationally). The *Guide* includes information on tuition, student enrollment, faculty size, programs and degrees offered, and unique features (such as professional development schools or scholarships available). In addition, new editions of the *Guide* include lists of schools of education that have met national guidelines in each subject area, such as math, English, and science education. The guidelines are developed through the applicable professional associations and are approved through NCATE. Contact NCATE at 2010 Massachusetts Ave., NW, Suite 200, Washington, DC 20036-1023 (202-466-7496). The book is $15 including shipping and handling. An abbreviated list of NCATE-accredited schools appears on pages 50–53 of this *Handbook*.

RESOURCES FOR VETERANS

As the federal government continues its process of downsizing military operations, the Navy and the U.S. Departments of Education and Defense have collaborated to launch the Teaching As a New Career (TANC) program. TANC is designed to help veterans make the transition to civilian life and to obtain the education required to become a classroom teacher or administrator. The program has organized special teacher preparation initiatives at universities in Florida, Virginia, Washington DC, and California. It is open to active duty personnel within four years of retirement, members who have been retired for less than five years, reservists, spouses of military personnel, and federal employees. To obtain a copy of the booklet *Teaching As a New Career for Military Personnel*, write to Ms. Sheila Nyjordet, Naval Education and Training Program, Management Support Activity, Code 0432, Pensacola, FL 32509-5100. For more information regarding the TANC program, contact the Director, Personal Excellence and Partnerships Division, Bureau of Naval Personnel (Pers-603), Washington, DC 20370-5000 (703-614-1290).

The U.S. Army also operates a program for veterans interested in teaching. For information about the Military to Teacher Program, contact Colonel Frye at OASA—M&RA, Pentagon, Room 1-E516, Washington, DC 20310. Army veterans may also call 1-800-227-LEAD to receive information on the Army's "New Careers in Education" programs.

The Recruiting New Teachers Recruitment Partner Network offers more than 400 schools of education nationwide the opportunity to identify and contact prospective students for their programs. If you complete and return the business reply card included at the end of this *Handbook*, your name will be added to the database of teacher candidates RNT refers to this network of school partners. All of these services are available free of charge. For more information, turn to page 122. (Note: if the business reply card has been removed, call 1-800-45-TEACH to request another copy of the Handbook and card.)

General Information on Teacher Education

Teachers for Our Nation's Schools. John I. Goodlad. Jossey-Bass, Inc. 350 Sansome Street, San Francisco, CA 94104. 1990. Professor Goodlad's examination of teacher education in the U.S. is already a classic; his recommendations have formed the basis for prominent efforts to reform teacher education programs.

Teaching New Teachers. Education Week, 4301 Connecticut Avenue NW, Suite 250, Washington, DC 20008. 1991. $4.00. A four-part series prepared by Education Week (a periodical covering educational issues in the U.S.), these articles provide a good and affordable summary of current trends in teacher education.

A Nation Prepared: Teachers for the 21st Century. Carnegie Forum on Education and the Economy, c/o The Carnegie Corporation, 437 Madison Avenue, New York, NY 10022. 1986. The report of the Task Force on Teaching as a Profession, this document has been influential in helping to shape the reform of teacher education in the U.S.

General Information on Financial Aid

The Student Guide summarizes all of the federal student aid programs, and is available free of charge from the U.S. Department of Education through its toll-free number, 1-800-4-FED-AID. (If you are hearing impaired, the TDD number is 301-369-0518.) You may also write to the Federal Student Aid Information Center, P.O. Box 84, Washington, DC 20044.

Applying for Financial Aid is a four-page guide to basic financial aid information, including sample calculations of aid eligibility. Contact the American College Testing Service (ACT), 2201 North Dodge Street, PO Box 168, Iowa City, IA 52243.

Need a Lift?, published annually by the American Legion Education Program, offers an overview of the financial aid process and lists of scholarships not found in many other directories. Contact the American Legion, National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206. ($2.00 for 120 pages)

Commercial search services provide information about thousands of scholarships, including many local or regional aid programs that may not appear in the large national directories. They are listed in the yellow pages in most large cities under names such as "Scholarship Information Service" or "Scholarship Search." The three largest search services are Academic Guidance Services (230 Winding Way, Marlton, NJ 08053); National College Service (600 South Frederick Avenue, Gaithersburg, MD 20877, phone 301-258-0717); and National Scholarship Research Service (2280 Airport Blvd., Santa Rosa, CA 95403, phone 800-432-3782). (N.B.: Beware: such commercial services can charge hefty fees for information that is often already available in a good public reference library.)

Financial Aid Directories

The following publications are available in many public libraries and bookstores. They are quite lengthy, and include extensive national listings divided into such areas as type of aid or area of study the aid is intended for, with additional information on typical aid amounts, deadlines, and other application information. Some have addresses of state sources of financial aid information.

Barron's Complete College Financing Guide. Marguerite J. Dennis. Barron's Educational Series, Inc. 250 Wireless Blvd., Hauppauge, NY, 11788. $13.95. Readable, nicely organized guide, including summaries of scholarship opportunities in every state. Limited information on specific colleges.

Peterson's College Money Handbook. Peterson's Guides. P.O. Box 2123, 202 Carnegie Center Blvd., Princeton, NJ 08543-2123. $19.95. Exhaustive listing of 1,727 American colleges, including: expenses; types of aid available; aid application information.

The College Cost Book. The College Entrance Examination Board. College Board Publications. Box 886, New York, NY 10101-0886. $14.95. Includes a general breakdown of costs, who's eligible for aid and how to apply, and a listing of complete costs for 3,200 colleges. Also available: *College Cost Explorer Fund Finder*. $3.95 plus $2 shipping and handling.

Keys to Financing a College Education. Marguerite J. Dennis. Barron's Educational Series, Inc. 250 Wireless Blvd., Hauppauge, NY 11788. 1990. $4.95. A good and inexpensive summary of 50 different strategies.

Bear's Guide to Finding Money for College. John Bear, Ph.D. 10 Speed Press. P.O. Box 7123. Berkeley, CA 94707 $6.95. Traditional and non-traditional sources of financial aid, including very useful lists of foundations and other special award programs.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid. R. Leider and A. Leider. Octameron Associates. P.O. Box 2748. Alexandria, VA 22301. 703-836-5480. $7.75. One of a series of guides published by Octameron offering useful (and affordable) advice on financial aid. Another is *Financial Aid Financer: Expert Answers to College Financing Questions* ($3.50).

The Scholarship Book. Daniel J. Cassidy. Prentice Hall. Englewood Cliffs, NJ 07632.

The College Blue Book: Scholarships, Fellowships, Grants and Loans. Macmillan Publishing Co. 866 Third Ave., New York, NY 10022.

Scholarships. Phi Delta Kappa. 8th St. and Union Ave., POB 789, Bloomington, IN 47402-0789. 800-766-1156. $5.75.

Chronicle Financial Aid Guide. Chronicle Guidance Publications Inc. 66 Aurora St. P.O. Box 1190, Moravia, NY 13118-1190. 800-622-7284. $19.97.

College Grants from Uncle Sam. Octameron Associates. P.O. Box 2748. Alexandria, VA 22301. 703-836-5480. $3.00.

The following directories are designed to serve particular audiences:

Directory of Financial Aid for Women. Gail Ann Schlachter. Reference Service Press. San Carlos Industrial Park, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070.

Financial Aid for the Disabled and their Families. G.A. Schlachter & David Weber. Reference Service Press. San Carlos Industrial Park, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070.

Please note: for information on scholarship resources for students of color, turn to page 76.

EDUCATION PROGRAMS AND UNITS ACCREDITED BY NCATE

The National Council for Accreditation of Teacher Education (NCATE) accredits schools, departments, and colleges of education which measure up to rigorous national standards. This list contains the names of those institutions whose professional education units (schools, departments, or colleges of education) or programs have been accredited by NCATE.

In 1987, NCATE instituted new, higher standards for accreditation of education units. All institutions, including those already accredited under pre-1987 standards, must undergo initial accreditation review under the revised standards. Some schools on this list are still accredited under the former system of program accreditation. Over half are accredited under the current system of unit accreditation.

NCATE's *Annual Guide to Accredited Institutions*, which contains more detailed information about each institution, can be ordered for $15 through the NCATE office (2010 Mass. Ave., NW, Suite 200, Washington DC 20036; 202-466-7496). The abbreviated list below reflects actions of the Unit Accreditation Board through April 1993. (Note: Currently, about 500 of the nation's 1,280 schools, colleges, and departments of education have been accredited by NCATE. Some well-regarded programs have not yet applied for NCATE accreditation.)

KEY

P =	Accredited under pre-1987 system of program approval. All programs within the school or department of education are not necessarily accredited by NCATE.
B =	Basic unit accreditation; includes all programs designed for initial teacher preparation
B&A =	Basic and advanced unit accreditation; includes all initial teacher preparation programs, and post-baccalaureate programs for advanced teacher preparation and for initial or advanced preparation of other professional school personnel
A =	Advanced unit accreditation only

ALABAMA
Alabama Agricultural and Mechanical University ***B&A***
Alabama State University ***B&A***
Auburn University ***B&A***
Auburn University at Montgomery ***B&A***
Birmingham Southern College ***B***
Jacksonville State University ***P***
Oakwood College ***B***
Samford University ***P***
Troy State University ***B&A***
University of Alabama ***B&A***
University of Alabama at Birmingham ***B&A***
University of Montevallo ***B&A***
University of North Alabama ***P***
University of South Alabama ***P***

ALASKA
University of Alaska Fairbanks ***P***

ARKANSAS
Arkansas College ***P***
Arkansas State University ***B&A***
Arkansas Tech University ***B&A***
Harding University ***B&A***
Henderson State University ***P***
Hendrix College ***P***
John Brown University ***P***
Ouachita Baptist University ***B***
Philander Smith College ***B***
Southern Arkansas University ***B&A***
University of Arkansas ***P***
University of Arkansas at Little Rock ***B&A***
University of Arkansas at Monticello ***B***
University of Arkansas at Pine Bluff ***P***
University of Central Arkansas ***P***
University of the Ozarks ***B***

CALIFORNIA
California State University at Bakersfield ***P***
California State University at Dominguez Hills ***B&A***
California State University at Fresno ***P***
California State University at Fullerton ***B&A***
California State University at Hayward ***B&A***
California State University at Los Angeles ***B&A***
California State University at Northridge ***B&A***
California State University at Stanislaus ***B&A***
San Diego State University ***B&A***
San Francisco State University ***B&A***
San Jose State University ***B&A***
University of the Pacific ***P***

COLORADO
Adams State College ***B&A***
Colorado State University ***B&A***
Metropolitan State College of Denver ***P***
University of Colorado at Boulder ***P***
University of Colorado at Colorado Springs ***P***
University of Colorado at Denver ***P***
University of Northern Colorado ***B&A***
Western State College ***P***

CONNECTICUT
University of Connecticut ***B&A***
University of Hartford ***B&A***

DISTRICT OF COLUMBIA
The American University ***P***
Catholic University of America ***B&A***
Gallaudet University ***B&A***
The George Washington University ***P***

FLORIDA
Bethune-Cookman College ***P***
Florida A&M University ***B&A***
Florida Atlantic University ***B&A***
Florida State University ***B&A***
University of Central Florida ***B&A***
University of Florida ***B&A***
University of Miami ***B&A***
University of North Florida ***P***
University of South Florida ***B&A***
University of West Florida ***A***

GEORGIA
Albany State College ***B&A***
Armstrong State College ***B&A***
Augusta College ***B&A***
Berry College ***P***
Columbus College ***B&A***
Fort Valley State College ***B&A***
Georgia College ***B&A***
Georgia Southern University ***B&A***
Georgia Southwestern College ***B&A***
Georgia State University ***P***
Kennesaw State College ***P***
North Georgia College ***B&A***
Spelman College ***B***
University of Georgia ***B&A***
Valdosta State College ***B&A***
West Georgia College ***P***

IDAHO
Boise State University ***B&A***
Idaho State University ***B&A***
Lewis-Clark State College ***B***
Northwest Nazarene College ***B&A***
University of Idaho ***P***

ILLINOIS
Augustana College ***B***
Bradley University ***P***
Chicago State University ***B&A***
Concordia University ***B&A***
De Paul University ***P***
Eastern Illinois University ***B&A***
Elmhurst College ***B***
Greenville College ***P***
Illinois State University ***B&A***
Northeastern Illinois University ***P***
Northern Illinois University ***B&A***
Roosevelt University ***B&A***
Southern Illinois University at Carbondale ***B&A***
Southern Illinois University at Edwardsville ***P***
Western Illinois University ***B&A***
Wheaton College ***B***

INDIANA

Anderson University P
Ball State University ***B&A***
Butler University ***B&A***
DePauw University ***B***
Franklin College ***B***
Goshen College ***P***
Hanover College ***B***
Indiana State University ***P***
Indiana University at Bloomington/Indianapolis ***B&A***
Indiana University Kokomo ***B&A***
Indiana University Northwest ***B***
Indiana University-Purdue University at Fort Wayne ***B&A***
Indiana University at South Bend ***B&A***
Indiana University Southeast ***P***
Indiana Wesleyan University ***B***
Manchester College ***B***
Marian College ***P***
Oakland City College ***B***
Purdue University ***B&A***
Purdue University Calumet ***B***
St. Francis College ***P***
St. Joseph's College ***P***
St. Mary's College ***B***
Taylor University ***P***
University of Evansville ***P***
University of Indianapolis ***B***
University of Southern Indiana ***B***
Valparaiso University ***P***

IOWA

Buena Vista College ***P***
Graceland College ***B***
Luther College ***B***
Morningside College ***B&A***
Northwestern College ***P***
Tri-College Cooperative Effort ***B***
Wartburg College ***B***

KANSAS

Benedictine College ***B***
Bethany College ***P***
Emporia State University ***B&A***
Fort Hays State University ***B&A***
Friends University ***B&A***
Kansas State University ***B&A***
Pittsburg State University ***P***
Saint Mary College ***B***
University of Kansas ***B&A***
Washburn University of Topeka ***B&A***
Wichita State University ***B&A***

KENTUCKY

Berea College ***P***
Eastern Kentucky University ***B&A***
Kentucky State University ***B***
Morehead State University ***B&A***
Murray State University ***B&A***
Northern Kentucky University ***B***
Spalding University ***P***
University of Kentucky ***B&A***
University of Louisville ***B&A***
Western Kentucky University ***P***

LOUISIANA

Grambling State University ***B&A***
Louisiana State University and A&M College ***P***
Louisiana State University in Shreveport ***B&A***
Louisiana Tech University ***P***
McNeese State University ***B&A***
Nicholls State University ***B&A***
Northeast Louisiana University ***B&A***
Northwestern State University ***P***
Southeastern Louisiana University ***B&A***
Southern University and A&M College ***B&A***
University of New Orleans ***B&A***
University of Southwestern Louisiana ***B&A***

MAINE

University of Maine ***B&A***
University of Maine at Farmington ***B***
University of Southern Maine ***P***

MARYLAND

Bowie State University ***B&A***
Coppin State College ***B***
Morgan State University ***P***
University of Maryland College Park ***P***

MASSACHUSETTS

Boston College ***B&A***
Boston University ***B&A***
Bridgewater State College ***P***
Salem State College ***P***
Stonehill College ***P***
University of Massachusetts at Amherst ***B&A***
University of Massachusetts at Lowell ***B&A***
Westfield State College ***P***

MICHIGAN

Andrews University ***B&A***
Calvin College ***B&A***
Central Michigan University ***B&A***
Eastern Michigan University ***B&A***
Grand Valley State University ***B&A***
Hope College ***B***
Madonna University ***B***
Marygrove College ***B&A***
Michigan State University ***P***
Northern Michigan University ***B&A***
Oakland University ***B&A***
Saginaw Valley State University ***B&A***
University of Michigan at Flint ***P***
Wayne State University ***B&A***
Western Michigan University ***B&A***

MINNESOTA

Augsburg College ***P***
Bemidji State University ***B&A***
Bethel College ***P***
College of St. Benedict/St. John's University ***P***
College of Saint Catherine ***B***
Concordia College-Moorhead ***B***
Concordia College-Saint Paul ***B***
Gustavus Adolphus College ***B***
Hamline University ***P***
Macalester College ***B***
Mankato State University ***P***
Moorhead State University ***B&A***
St. Cloud State University ***P***
St. Olaf College ***B***
University of Minnesota at Duluth ***P***
University of Minnesota at Morris ***B***
University of Minnesota at Twin Cities ***P***
University of St. Thomas ***P***
Winona State University ***B&A***

MISSISSIPPI

Alcorn State University ***B&A***
Delta State University ***B&A***
Jackson State University ***P***
Millsaps College ***B***
Mississippi College ***B&A***
Mississippi State University ***B&A***
Mississippi University for Women ***P***
Mississippi Valley State University ***P***
University of Mississippi ***B&A***
University of Southern Mississippi ***B&A***

MISSOURI

Central Missouri State University ***B&A***
College of the Ozarks ***P***
Drury College ***B&A***
Evangel College ***P***
Harris-Stowe State College ***B***
Lincoln University P
Lindenwood College ***P***
Maryville University ***B&A***
Missouri Southern State College ***B***
Missouri Western State College ***B***
Northeast Missouri State University ***B***
Northwest Missouri State University ***P***
St. Louis University ***P***
Southeast Missouri State University ***B&A***
Southwest Missouri State University ***P***
University of Missouri at Columbia ***P***
University of Missouri at Kansas City ***B&A***
University of Missouri at St. Louis ***P***
Washington University ***P***
William Woods College ***P***

MONTANA

Eastern Montana College ***B&A***
Montana State University ***B&A***
University of Montana ***P***

NEBRASKA

Chadron State College ***P***
Concordia College ***P***
Creighton University ***B&A***
Dana College ***B***
Doane College ***B***
Hastings College ***B***
Nebraska Wesleyan University ***B***
Peru State College ***B&A***
Union College ***B***
University of Nebraska at Kearney ***P***
University of Nebraska at Lincoln ***B&A***
University of Nebraska at Omaha ***B&A***
Wayne State College ***B&A***

NEVADA
University of Nevada at Las Vegas ***B&A***
University of Nevada at Reno ***P***

NEW HAMPSHIRE
Keene State College ***P***
Plymouth State College ***P***
University of New Hampshire ***P***

NEW JERSEY
Jersey City State College ***P***
Kean College of New Jersey ***P***
Montclair State College ***P***
Rider College ***B&A***
Rowan College of New Jersey ***B&A***
Seton Hall University ***P***
Trenton State College ***P***
William Paterson College of New Jersey ***B&A***

NEW MEXICO
Eastern New Mexico University ***P***
New Mexico State University ***B&A***
University of New Mexico ***B&A***

NEW YORK
Canisius College ***P***
City University of New York City College ***P***
Fordham University ***A***
Hofstra University ***B&A***
Niagara University ***P***
State University College at Buffalo ***B&A***

NORTH CAROLINA
Appalachian State University ***B&A***
Barton College ***B***
Belmont Abbey College ***B***
Bennett College ***B***
Campbell University ***B&A***
Catawba College ***B&A***
Davidson College ***B***
Duke University ***B***
East Carolina University ***B&A***
Elizabeth City State University ***B***
Elon College ***B&A***
Fayetteville State University ***B&A***
Greensboro College ***B***
Guilford College ***B***
High Point University ***B***
Johnson C. Smith University ***B***
Lees-McCrae College ***B***
Lenoir-Rhyne College ***B&A***
Livingstone College ***B***
Mars Hill College ***B***
Meredith College ***B&A***
Methodist College ***B***
North Carolina A&T State University ***B&A***
North Carolina Central University ***B&A***
North Carolina State University ***B&A***
North Carolina Wesleyan College ***B***
Pembroke State University ***B&A***
Queens College ***B&A***
St. Andrews Presbyterian College ***B***
Salem College ***B&A***
Shaw University ***B***
University of North Carolina at Asheville ***B***
University of North Carolina at Chapel Hill ***B&A***
University of North Carolina at Charlotte ***B&A***
University of North Carolina at Greensboro ***B&A***
University of North Carolina at Wilmington ***B&A***
Wake Forest University ***B&A***
Warren Wilson College ***B***
Western Carolina University ***B&A***
Wingate College ***B&A***
Winston-Salem State University ***B***

NORTH DAKOTA
Mayville State University ***B***
Minot State University ***B&A***
North Dakota State University ***B&A***
Tri-College University ***A***
University of North Dakota ***B&A***
Valley City State University ***B***

OHIO
Ashland University ***B&A***
Baldwin-Wallace College ***P***
Bowling Green State University ***P***
Capital University ***P***
Cleveland State University ***B&A***
John Carroll University ***P***
Kent State University ***B&A***
Miami University ***B&A***
Ohio State University ***B&A***
Ohio University ***B&A***
Otterbein College ***B&A***
University of Akron ***B&A***
University of Cincinnati ***P***
University of Dayton ***B&A***
University of Findlay ***B***
University of Toledo ***B&A***
Wright State University ***B&A***
Youngstown State University ***P***

OKLAHOMA
Cameron University ***B***
East Central University ***P***
Langston University ***B***
Northeastern State University ***B&A***
Northwestern Oklahoma State University ***B&A***
Oklahoma Baptist University ***B***
Oklahoma Christian University of Science and Arts ***P***
Southeastern Oklahoma State University ***B&A***
Southern Nazarene University ***B&A***
Southwestern Oklahoma State University ***B&A***
University of Central Oklahoma ***B&A***
University of Oklahoma ***B&A***
University of Science and Arts of Oklahoma ***B***
University of Tulsa ***B&A***

OREGON
Eastern Oregon State College ***P***
Oregon State University ***P***
Portland State University ***B&A***
Southern Oregon State College ***P***
Western Oregon State College ***P***

PENNSYLVANIA
Bloomsburg University of Pennsylvania ***B&A***
California University of Pennsylvania ***B&A***
Cheyney University of Pennsylvania ***P***
Clarion University of Pennsylvania ***P***
Indiana University of Pennsylvania ***P***
Kutztown University of Pennsylvania ***B***
Lock Haven University of Pennsylvania ***B***
Mansfield University of Pennsylvania ***P***
Marywood College ***B&A***
Millersville University of Pennsylvania ***B&A***
Pennsylvania State University ***P***
Shippensburg University of Pennsylvania ***B&A***
Slippery Rock University of Pennsylvania ***B&A***
Temple University ***P***
University of Scranton ***P***
West Chester University of Pennsylvania ***P***

PUERTO RICO
University of Puerto Rico ***P***

RHODE ISLAND
Rhode Island College ***P***
University of Rhode Island ***B&A***

SOUTH CAROLINA
The Citadel-The Military College of South Carolina ***B&A***
Clemson University ***B&A***
Newberry College ***P***
South Carolina State University ***P***
University of South Carolina ***B&A***
Winthrop University ***B&A***

SOUTH DAKOTA
Augustana College ***P***
Black Hills State University ***P***
Dakota State University ***P***
Northern State University ***P***
Sioux Falls College ***B&A***
South Dakota State University ***P***
University of South Dakota ***P***

TENNESSEE

Austin Peay State University ***B&A***
Carson-Newman College ***P***
David Lipscomb University ***P***
Freed-Hardeman University ***B***
Memphis State University ***B&A***
Middle Tennessee State University ***B&A***
Milligan College ***B***
Tennessee State University ***P***
Tennessee Technological University ***P***
University of Tennessee at Chattanooga ***B&A***
University of Tennessee at Knoxville ***B&A***
University of Tennessee at Martin ***B&A***
Vanderbilt University-Peabody College ***B&A***

TEXAS

Baylor University ***P***
East Texas State University ***P***
Lamar University ***P***
Midwestern State University ***P***
Prairie View A&M University ***P***
Sam Houston State University ***B&A***
Stephen F. Austin State University ***P***
Texas A&M University ***B&A***
Texas Tech University ***P***
Trinity University ***P***
University of Houston ***P***
University of Houston at Clear Lake ***B&A***

UTAH

Brigham Young University ***B&A***
Utah State University ***P***
Weber State University ***P***

VERMONT

University of Vermont ***B&A***

VIRGINIA

College of William and Mary ***P***
Eastern Mennonite College ***B***
George Mason University ***B&A***
Hampton University ***B&A***
James Madison University ***P***
Longwood College ***B&A***
Marymount University ***B***
Norfolk State University ***B&A***
Old Dominion University ***P***
Radford University ***B&A***
University of Virginia ***B&A***
Virginia Commonwealth University ***B&A***
Virginia Polytechnic Institute and State University ***B&A***
Virginia State University ***P***

WASHINGTON

Eastern Washington University ***B&A***
Central Washington University ***B&A***
Gonzaga University ***P***
Pacific Lutheran University ***B&A***
Seattle Pacific University ***B&A***
Seattle University ***P***
University of Puget Sound ***P***
University of Washington ***P***
Washington State University ***B&A***
Western Washington University ***B&A***
Whitworth College ***P***

WEST VIRGINIA

Bethany College ***B***
Concord College ***B***
Fairmont State College ***B***
Glenville State College ***P***
Marshall University ***B&A***
Shepherd College ***P***
University of Charleston ***B***
West Virginia Graduate College ***A***
West Virginia Institute of Technology ***P***
West Virginia State College ***B***
West Virginia University ***P***

WISCONSIN

Alverno College ***P***
Cardinal Stritch College ***B***
Edgewood College ***B***
Marian College of Fond du Lac ***P***
Marquette University ***P***
Mount Mary College ***P***
Silver Lake College ***P***
University of Wisconsin at La Crosse ***B&A***
University of Wisconsin at Platteville ***P***
University of Wisconsin at Stout ***P***
University of Wisconsin at Whitewater ***B&A***
Viterbo College ***P***

WYOMING

University of Wyoming ***B&A***

3

Teacher Licensure and Certification Today

When you need the services of a highly trained professional—a lawyer, say, or a doctor—you are able to presume a certain level of competence in that professional because he or she has passed an exam and received a license to practice in your state.

In the same way, licensure is the process used by states to ensure that public school teachers meet basic standards of professional expertise. Over the following pages, you'll learn about what's involved in becoming licensed as a teacher, the differences between licensure and certification, the important changes that these processes are now undergoing—and why this information is so important for you to know.

ASSURING THE QUALITY OF TEACHERS

INTRODUCTION: As is the case for most professions, state governments license public school teachers in an effort to ensure certain standards. That sounds simple enough, but in practice, many new teachers report that obtaining a license to teach was among the most discouraging hurdles they faced in joining the profession. Why? There are two main reasons:

- Licensing requirements vary significantly from state to state, and they are revised frequently. Coursework required to be a high school biology teacher in one state, for example, may not be required of new biology teachers in neighboring states. Similarly, some states require prospective teachers to take the NTE (formerly known as the National Teacher Exam), while others require other tests. Moreover, even states requiring the same test may establish different cut-off levels for acceptable passing scores. In addition, many states have emergency licensure procedures that by-pass their normal requirements.
- A number of different kinds of *reciprocity* agreements shape the procedures teachers must go through in order to be licensed to teach in a different state from the one where they gained their original license. Some state-to-state transfers are easy; some are much more difficult.

Navigating the licensure maze can be a bewildering experience. For example: many states use the terms "teaching license" and "teaching certificate" interchangeably. This can be confusing (both to prospective teachers and to policymakers), particularly given

GLOSSARY

Quick: What's the Difference Between Licensure and Certification?

Licensure **is the official recognition by a state governmental agency that an individual meets state-mandated requirements and is, therefore, approved to practice as a professional in that state.**

Certification **is the process by which a non-governmental agency or association grants special professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. The non-profit National Board for Professional Teaching Standards is planning to provide advanced certification to experienced teachers who achieve a certain level of proficiency in the teaching profession, beginning in the mid-1990s. (Note: In some states, the term "certification" has been used synonymously with the term "licensing.")**

Accreditation **is the peer review process that schools, colleges, and universities undergo to determine whether an institution or program meets or exceeds professional standards of educational quality. There are two forms of accreditation. Regional accreditation ensures that universities (not any particular programs) meet acceptable standards for academic quality and resources. Specialized accreditation ensures quality in the preparation programs for the professions. Engineering, law, architecture, social work, psychology—all of the preparation programs in these professions are evaluated by an accrediting body for that particular field. The accrediting body for schools, colleges, and departments of education is the National Council for Accreditation of Teacher Education (NCATE). NCATE provides professional peer review of schools, colleges, and departments of education and determines whether they meet high professional standards set by a national consensus of teachers, teacher educators, and policymakers. NCATE also examines individual programs to determine whether they meet national standards set by each professional organization (for example, the National Council of Teachers of Mathematics sets standards for math education programs). However, only about 500 of almost 1,300 schools of education are professionally accredited by NCATE. Prospective teachers will want to check on the accreditation status of the institutions they're considering attending.**

Source: National Council for Accreditation of Teacher Education the growing movement towards a professional certification standard set beyond the minimum requirements of initial licensure *(see box on previous page).*

Nonetheless, understanding licensure is important. A teaching license ensures that you will be able to apply to and teach in public schools (which offer nine out of ten teaching positions in the country); it is sometimes tied to the salary levels you will receive; and it represents at least one kind of proof of your capacity to teach.

Q What do I need to do in order to obtain a teaching license? The most up-to-date licensure information should be available from your state department of education (see the list on page 65), or from the licensure/certification office at the school of education you attend (or are planning to attend). Here are some of the questions you may want to ask:

- *Course Requirements:* What academic coursework is required to become licensed in the state and subject area(s) in which you want to teach?
- *Licensing Structure:* With your background, will you receive a provisional license (allowing you to teach while you pursue further study) or a full-fledged professional one?
- *Test Requirements:* What tests must you take? When and where are they offered?
- *Fees:* How much will the application for a license cost?
- *Transcripts and Recommendations:* What are the requirements?
- *Fingerprints:* Are they required? Where could you have them done?

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT TEACHER LICENSURE . . .

There is a reason why this *Careers in Teaching Handbook* does not offer specific information about each state's licensing requirements. The only generally available, comprehensive summary of those requirements is the *Manual on Certification and Preparation of Educational Personnel in the United States*, published annually by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The 1991 edition weighs nearly four pounds.

Most schools of education will have this imposing volume on hand. It may also be ordered directly from Kendall/Hunt Publishing Co., 4050 Westmark Drive, Dubuque, IA 52004, or by calling 1-800-228-0010. Please note: the *Manual* is highly technical and not very user-friendly. Your best bet for answers to questions on licensure is to contact your state department of education (page 65), a faculty member, or the guidance/placement office of the college where you receive your teacher education.

COMING SOON: INFORMATION AT YOUR FINGERTIPS

There is one other option as well. Because licensure requirements change so rapidly, they would seem a good bet for a computerized, on-line data base. That way, prospective or current teachers could dial up the on-line service and receive up-to-date answers to specific questions.

The good news is that such a service is now under development, and is already being made available (albeit somewhat expensively) in computer disk form. NASDTEC has put all of the information in its *Manual* into a data base and is making the software available to schools, state agencies, certification offices, libraries, and the general public. The NASDTEC Information Network (NIN) is available in both Macintosh™ and PC formats, and costs $89.95. Contact NASDTEC at 3600 Whitman Avenue North, Suite 105, Seattle, WA 98103. Educational Testing Service (ETS) has also developed a new computerized resource guide to state teacher licensing information. ETS's CHART system guides the user through a database of 30 teaching fields and specializations to find state licensing titles and content area requirements. Available at a cost of $75, the PC-compatible software can be ordered from ETS, Teacher Programs and Services, 30-V, Rosedale Road, Princeton, NJ 08541 or by calling 609-951-1577.

Remember that you'll want to contact the agency in the state where you plan to teach, if that state is different from the one in which you currently reside.

Q How does a state's licensure process determine what constitutes "adequately prepared to teach"?

Licensure requirements are intended to ensure minimum competence in subject area, educational methods, teaching skills, and classroom management abilities. As you might expect, there is much disagreement over what constitutes "minimum competence"—and how to measure it. The variation among state requirements provides vivid testimony to that disagreement.

ROBIN SACHS PHOTO

The schools aren't here for the teachers. They're here for the students. They're not here for the principal, they're not here for the administrator, they're not here for the teachers, but for the students. Sometimes people lose sight of that fact.

Louis Algaze gained his Florida state teacher license through a collaborative program joining the Dade County Public Schools, University of Miami, and the local teacher organization.

However, most states do share certain requirements:

- Teachers generally must have at least a Bachelor's degree; in some states a fifth year or Master's degree is required. In most cases, teachers earn their Bachelor's degrees at public or private colleges and universities (other non-traditional options are described below). These educational institutions have been approved by the state to recommend their students for licensure. Most states will provide licensure for candidates who have completed an approved, in-state teacher education program. (They may require additional coursework for candidates who were prepared in other states.)
- Most states require that teacher candidates pass examinations, the most common of which is the NTE. For more information regarding teacher exams, see the boxes on pp. 58–59.
- Other common requirements include completion of coursework in special education (required by 36 states); in health or drug and alcohol abuse prevention (16 states); and computer education (16 states).

Q Does it matter which teacher education program I attend?

You'll want to make sure that the program in which you intend to enroll is approved by the state. In addition to such state program approval for teacher licensure, colleges and universities are also accredited by regional associations, such as the New England Association of Schools and Colleges. These accreditation processes focus on overall institutional issues rather than simply the adequacy of the education program. Teacher

WHAT TO EXPECT FROM THE STANDARDIZED NTE TESTS

More than 40 states now require some standardized test for a teaching license. Most of these states (33) use one or more of the NTE Programs Tests, which include the NTE Core Battery tests, Specialty Area tests, and the Pre-Professional Skills Tests (PPST).

The NTE Core Battery is divided into three tests: General Knowledge, Communication Skills; and Professional Knowledge. All three are usually administered in one day. (Samples from each test have been provided below.) Separate, two-hour Specialty Area tests may be taken in over 70 subject fields; these tests may be required as a measure of prospective teachers' knowledge in the subject area for which licensure is sought. Each state determines its own passing scores on NTE tests.

Beginning in the fall of 1993, Educational Testing Service (which prepares and administers the NTE) will implement its new teacher testing program, The Praxis Series: Professional Assessments for Beginning Teachers™. The Core Battery and Specialty Area tests will still be offered for a period during which users will complete a transition to the new tests; the PPST will be offered as an option within the Praxis Series.

One of the new features of the Praxis Series will be optional essay questions states may use to probe a teacher candidate's in-depth understanding of his or her chosen subject area—and how to teach that subject. (A sample of such an essay question has been included on page 59.) These features reflect a national trend away from multiple-choice formats for teacher examinations and toward new performance-based assessments and intellectually challenging demonstrations of teaching capacity.

For information about registration procedures, fees, and forms, as well as test dates and locations, refer to The Praxis Series Registration Bulletin and Tests at a Glance booklets, available at college and university teacher education offices, university test centers, state departments of education, and from Educational Testing Service (609-921-9000).

Sample Questions from the NTE

1. General Knowledge (Mathematics)

If M is twice N, then N is

(A) one-half M
(B) twice M
(C) two less than M
(D) two more than M
(E) M minus one-half

2. Communication Skills

In the future, men's and women's basketball and gymnastics teams will be allotted equal practice time and equal access to the equipment. Though men's basketball and women's gymnastics bring in more revenue for the school, they are no longer entitled to preferential treatment by the Westdale High athletic department.

The new rule requiring equal practice time is probably intended to benefit which two of the following teams?

I. Men's basketball team
II. Women's basketball team
III. Men's gymnastics team
IV. Women's gymnastics team

(A) I and II
(B) I and III
(C) I and IV
(D) II and III
(E) II and IV

3. Professional Knowledge

Good instructional planning is built around the idea that what learners will learn is most often determined by

(A) what they should know
(B) what their teacher knows
(C) how and why they learn
(D) who does the teaching
(E) what parents and administrators desire

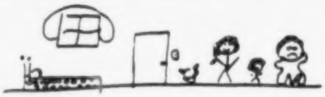
Source: "A Guide to the NTE Core Battery Tests," Educational Testing Service Princeton, NJ. Answers: 1—A. 2—D. 3—C

Sample Question from The Praxis Series

This question, a sample from the Praxis assessment in the area of elementary education, refers to the following writing samples, which were produced by one student as part of the writing activities in a second-grade class. Test-takers are told to assume that the writing program in the student's class includes daily writing practice.

Jan. 18

The room is messy
The room is dark theres shadow
Its' spooky. I don't like it.
my sister is with me. were
hugin cus were sckard. Theres
toys thrown araund I tund
on the lithe. I clind it up.



Jan 24

My Terrible, Herrible, No Good
Very Bad Day
In the morrning I take a bath
but my sisster ruinits. She
cames and gets in with me
The I get out and my mom
dresses her. Then Im late for
School. In the afternoon
I eat. but my sisster comes
some times. at nite I to
bed at 8 30. It's 6 30 by

Feb 3

Bank robbing
The pepple were atthe bank.
A Robber stold a million
dollers. That night was a
terrible night.

The next night they cot
the robber.

They saw the lisenplate.

He was in Jail.

in Jail intel he was a old man.

1. List five important aspects of writing/text production that the student seems to understand or be able to control.
2. Make three specific suggestions of ways the teacher could assist this student in the continued development of writing skills. Your suggestions should include at least two examples of activities for improving expression and no more than one activity to improve mechanics (grammar, spelling, punctuation, etc.).

Source: The Praxis Series: Professional Assessments for Beginning Teachers, Educational Testing Service, Princeton, NJ.

TESTS FOR INITIAL LICENSURE

While the NTE remains the test used by the largest number of states, some state education agencies require that teacher candidates take tests other than the NTE, as is shown by the table below. Please note that these requirements change with some frequency; your state education agency will have the most up-to-date information. See the box on page 58 for information about a new test series that will ultimately replace the NTE.

AL	**State**
AK	**none**
AR	**NTE**
AZ	**State**
CA	**CBEST***
CO	**CAT**
CT	**State***
DE	**PPST**
DC	**NTE**
FL	**State**
GA	**State**
HI	**NTE**
ID	**NTE**
IL	**State**
IN	**NTE**
IA	**none**
KS	**PPST***
KY	**NTE**
LA	**NTE**
ME	**NTE**
MD	**NTE**
MA	**TBA**
MI	**TBA**
MN	**PPST**
MS	**NTE**
MO	**NTE**
MT	**NTE**
NE	**PPST**
NV	**NTE**
NH	**none**
NJ	**NTE**
NM	**NTE**
NY	**NTE**
NC	**NTE**
ND	**none**
OH	**NTE**
OK	**State**
OR	**CBEST***
PA	**NTE**
RI	**NTE**
SC	**NTE**
SD	**none**
TN	**NTE**
TX	**State**
UT	**none**
VT	**none**
VA	**NTE**
WA	**TBA**
WV	**State**
WI	**TBA**
WY	**none**

KEY:	**CAT:**	**California Achievement Test**
	CBEST:	**California Basic Educational Skills Test**
	PPST:	**PreProfessional Skills Tests**
	State:	**State-prepared test**
	TBA:	**To be Announced**

*** Plus the NTE. (For Kansas only: NTE Professional Knowledge Test)**

Source: Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Action. July 1991 preparation programs may also apply for national professional accreditation from the National Council for Accreditation of Teacher Education (NCATE; for more information, *see page 55 and pp. 50–53*), the independent accrediting arm of teacher education. NCATE reports that some school districts are now giving preference to graduates of NCATE-accredited institutions.

Q Is licensure all-encompassing, or is it specific to grade-level or subject?
In all states, teaching licenses are approved for certain school or grade levels (elementary or secondary). In addition, licensure for secondary school teachers (and in some cases, elementary school teachers) is also awarded by subject (such as social studies or English). Once again, be aware that changes in state licensure requirements can occur each year. It's important to keep up to date with licensure requirements through your college's department of education, or by contacting your state department of education's office of teacher licensure and certification.

Q Is licensure a one-time process or must it be updated?
In some states, no renewal is required. As in other professions, however, there is an increasing trend toward renewing teaching licenses every five years or so. A few states require tests or classroom observation, while in other states teachers can renew their licenses by attending courses and earning academic credit hours. Several states are now experimenting with teacher review through the use of portfolios—collections of materials, lesson plans, and student evaluations prepared by the teacher as evidence of competence in the classroom.

Q If I am licensed to teach in one state, am I automatically licensed to teach in all states?
As of this writing, licenses to teach are granted only on a state-by-state basis. However, more than 30 states and the District of Columbia currently participate in a number of different reciprocal agreements. These agreements are designed to make it easier for a teacher who is licensed to teach in one state to apply for licensure from another participating state. See "Moving Across State Lines" *(page 61)* for more information.

Q What is "temporary" or "emergency" certification?
Some states extend temporary and emergency licenses to individuals to teach in high-need subject areas such as mathematics, science, or bilingual education. These licenses are usually valid for a limited period (one to three years). The expectation is that those employed under emergency provisions will either pursue regular licensure or be replaced by someone who is fully licensed. Check

with your state department of education and local school districts. Please note, too, that many emergency licensure programs are being replaced by so-called "alternative" routes to licensure *(see page 62)*.

Q What other trends in teacher licensure and certification should I be aware of?

As is the case with many—perhaps most—aspects of teaching, the process of teacher licensure is presently undergoing intensive study. Along with the alternative routes and portfolio assessment reforms mentioned above, educators and policymakers are debating the merits of:

- Assigning responsibility for teacher assessment and licensure to independent "standards boards" in each state—committees of professional teachers that prepare and administer the standards by which the state licenses new teachers.
- Using national curriculum guidelines prepared by the disciplinary associations (such as the National Council of Teachers of Mathematics) to help measure what teachers need to know.
- Easing movement of teachers from state to state, by coordinating different licensing requirements and expanding interstate reciprocity agreements.
- Putting into place formalized teacher career "ladders," whereby newly licensed teachers could work towards achieving advanced certification (with consequent increases in responsibility and compensation). See page 101 for more information.

Some final thoughts about teacher licensure: Varied and changing licensing standards can be frustrating, particularly if you relocate frequently and must adapt to different requirements with each move. Keep in mind that the purpose of state licensure requirements is not to make it difficult for teachers to find work, but rather to ensure that instructors are prepared for classroom responsibilities. The key for future teachers is to understand and plan to meet the relevant requirements.

MOVING ACROSS STATE LINES

Differences in licensure from state to state have in the past hindered teachers from pursuing employment after moving to a new state. The objective of the Interstate Certification Contract (ICC) is to enable teachers and other education professionals from one state to have their credentials recognized in other states with a minimum of "red tape." Thirty-two states currently participate in the program.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) offers the following advice for licensed teachers who are moving across state lines:

- **Write to the director of the state agency responsible for the licensure of teachers in the state you plan to move to (see list, page 65).**
- **Include a photocopy of your transcript, verification of teaching experience, and your teaching license (if you have one).**
- **Explain the reasons for your interest in moving to that state and provide the approximate date of the move.**
- **Request a description of the state's requirements for incoming teachers with your background and credentials, along with an application for that state's initial teaching license (or temporary license pending your completion of requirements for the initial teaching license). If you have access to the NASDTEC *Manual* (see page 56), try looking up the requirements yourself and describe your expectations in the letter. You might also inquire whether this state charges a fee for transcript evaluation (as some have begun to do).**

In addition to—or instead of—participating in the ICC, some states have formed regional collaborations (in New England, for example, and the "MINK" compact linking Missouri, Iowa, Nebraska, and Kansas) designed to make moving from state to state within that region easier. Remember: while the state you live in and the state you move to may both participate in the ICC or a regional compact, you may still be asked to fulfill specific requirements before you can become fully licensed to teach in your new state. Your state department of education should have the most up-to-date information.

MID-CAREER AND ALTERNATIVE LICENSURE PROGRAMS

INTRODUCTION: If you are a mid-career professional and you'd like to become a teacher, where do you begin?

First: you should know that you're not alone. Thousands of individuals like you are seeking out pathways into teaching. Moreover, there has been a dramatic increase in the number of "alternative" licensure or certification programs around the country. These programs are designed to expedite the licensure process for teacher candidates who already have Bachelor's degrees and subject-matter expertise—for example, biologists or chemists with extensive lab experience. From a total of eight alternate route programs in 1983, 40 states reported having such programs in 1992.

According to a 1992 study by the National Center for Education Information, an estimated 40,000 people were licensed to teach through these alternative programs between 1985 and 1992—more than half of them during the last two years. Beyond these alternative paths, growing numbers of teacher-training institutions are developing time-shortened pathway programs for students seeking non-traditional routes into the classroom.

FOR MORE INFORMATION . . .

Prospective teachers who would like to learn more about alternative pathways into the profession should also refer to the following entries in this *Handbook*:

"Teaching at a Non-Public School"	**p. 94**
"One-Year Intensive Programs for College Graduates"	**p. 26**
"Internship/Apprentice Programs"	**p. 27**
"Shortcuts into the Classroom"	**p. 96**

Q How do these programs work?

The answer (as usual) is that they vary. Until 1990, most states appeared simply to use existing "emergency licensure" procedures, usually designed to help fill teacher vacancies in areas of chronic shortage. Most of these programs offered little in the way of coordinated support to new teachers—either before they entered the classroom or afterwards.

More recently, however, some states have begun to develop more extensive alternative route programs designed to attract a broad array of individuals with applicable professional experience (and—always—at least a Bachelor's degree), and to support those candidates with formal instruction in the theory and practice of teaching. The best programs also fund "mentoring" arrangements that pair teacher candidates with experienced classroom teachers. Under these programs, prospective teachers may receive a temporary license and a classroom teaching assignment or internship, following introductory coursework. These programs typically require continuing coursework that varies from occasional weekend workshops to full-blown, two-year teacher education programs.

Q Do the alternative route programs adequately prepare new teachers for their responsibilities in the classroom?

Some alternative routes to licensure involve flexible but rigorous ways to meet licensure requirements. Many schools of education have designed Master's degree programs and one-year—commonly called "fifth-year"—programs tailored to the needs of mid-career professionals; these programs lead to licensure. (See page 26 for one example.)

But other alternative licensure approaches can mean lowering requirements—and that fact has led to fierce debate within the education community. On the one hand, advocates of alternative pathways point to the bureaucratic nature of traditional licensure routes and complain about the allegedly poor quality of some teaching methods courses. Supporters of alternative licensure programs maintain that they represent one way to improve the overall quality of the nation's teacher workforce, by moving toward a more clinically based model of preparation.

To be sure, some alternative routes to licensure have been designed specifically to keep standards high while encouraging mid-career changers to enter teaching. They provide a reasonable introduction to classroom practice; mix theory with that practice; and provide ongoing support. On the other hand, some alternative routes require very little preparation—perhaps a few weeks of training—and then, too often, promised mentoring fails to materialize, leading new entrants to leave teaching at high rates.

While the nation's policymakers are calling for reform and higher standards for students, many believe that higher standards for teachers are necessary to achieve the reforms. Alternative routes to licensure create different entry standards for teachers—some high and some low. The student is left to choose among them. Proponents of high-quality, longer-term alternative routes to licensure and traditional teacher education programs say that teaching is in large part a learned process, with special knowledge about the teaching of math, science, and other subjects to be absorbed over time by the prospective teacher. They say that if professionals in various fields were to switch to a different field—medicine, architecture, engineering, social work—they would be expected to undergo rigorous, formal training before they could practice that profession.

THE ROAD LESS TRAVELED

More than a dozen licensed teachers emerge each year from traditional teacher education programs for every one receiving a license through an alternative program. But the number of individuals pursuing the alternative programs has been rising rapidly. Who are they?

Percentage of:

Inquirers about alternative licensing programs who are male	**54**
(Current teachers who are male)	**30**
Inquirers about alternative licensing programs who are persons of color	**17**
(Current teachers who are persons of color)	**12**
Inquirers about alternative licensing programs who have never taught before	**60**
Inquirers who are already teaching at the precollegiate level	**12**

Source: National Center for Education Information, 1992. The survey studied individuals who had inquired through a variety of channels about alternative routes into teaching.

The weight of current research indicates that fully prepared teachers are most effective with students. For now, until more studies have measured the relative effectiveness of alternative and traditional preparation models, this question is one that you will have to decide for yourself. One piece of advice: begin your debate with the premise that teaching will be at least as demanding—and probably more so—than anything else you have ever done.

Q How do I find out what sort of program my own state offers?
The most complete review of alternative licensure programs is published annually by the National Center for Education Information. You can order "Alternative Teacher Certification: A State-by-State Analysis" for $38.95 from NCEI, 4401-A Connecticut Avenue, NW, Suite 212, Washington, DC 20008. The report contains two- to three-page summaries of each state's program(s).

You can also request information directly from the state in which you plan to teach. The contacts and brief program descriptions listed on pp. 65–69 will give you a start.

Q What are my other options?
You may want to consider teaching at a non-public school on the secondary level, especially if you have a strong background in a subject such as math or science; non-public schools may be more open to hiring a new teacher with an untraditional background, though they tend to prefer licensed teachers. If you want to teach in a private school at the elementary level, you will likely need to take some courses on development and learning. (See page 94 for more information regarding non-public schools, and page 27 for information about intern programs. Also, see page 96 for information regarding other programs offering shortened pathways into classroom teaching experiences.)

CONNECTICUT DEPARTMENT OF HIGHER EDUCATION

It took me ten years, but I made up my mind to teach. I think it makes a big difference for black and white kids to see a black male in a positive light.

Glen Green, formerly a sales representative, reached the classroom as a sixth-grade teacher through the Connecticut Alternate Route to Certification.

STATE OFFICES OF TEACHER LICENSURE & CERTIFICATION

ALABAMA
Certification—Division of Professional Services
Department of Education
Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901
205-242-9977
Alternative Routes: Fifth Year Master of Arts Program (E); Emergency Certificate, Alternative Baccalaureate-Level Teacher's Certificate (F); Non-Professional Special Approved-Plan Teacher's Certificate (G).*

ALASKA
Teacher Education and Certification
Department of Education
Alaska State Office Building
Pouch F
Juneau, AK 99811-1894
907-465-2831
Alternative Routes: Alternative Teaching Program (A); Content Specialist Card Program (F).

ARIZONA
Teacher Certification Unit
Department of Education
1535 West Jefferson Street
P.O. Box 25609
Phoenix, AZ 85007
602-542-4368
Alternative Routes: Alternative Secondary Certificate (B-2); Emergency Certificate (F).

ARKANSAS
Office of Teacher Education and Licensure
Department of Education
#4 Capitol Mall, Room 106B/107B
Little Rock, AR 72201
501-682-4342
Alternative Routes: Alternative Certification Program (B-1); Probationary Provisional Certificate (D).

CALIFORNIA
Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814
916-445-7254
Alternative Routes: District Intern Certificate (B-1); University Intern Credential (D); Emergency Teaching Permit (F).

COLORADO
Teacher Certification
Department of Education
201 East Colfax Avenue
Denver, CO 80203-1799
303-866-6628
Alternative Routes: Alternative Teacher Certification (A); Teacher Certification Under the Alternative Route (G).

CONNECTICUT
Bureau of Certification and Accreditation
Department of Education
P.O. Box 2219
Hartford, CT 06145
203-566-4561
Alternative Routes: Alternative Route to Teacher Certification (A); Professional Educator Certificate (C); Provisional Educator Certificate (G).

DELAWARE
Office of Certification
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19903
302-739-4688
Alternative Routes: Special Institute for Teacher Certification (E); Critical Curricular Area Program (G).

DISTRICT OF COLUMBIA
Division of Teacher Services
District of Columbia Public Schools
415 12th Street, N.W.
Room 1013
Washington, D.C. 20004-1994
202-724-4250
Alternative Routes: Provisional Certificate (F); (I).

FLORIDA
Division of Human Resource Development
Teacher Certification Offices
Department of Education, FEC, Rm. 201
325 West Gaines Street
Tallahassee, FL 32399-0400
904-488-5724
Alternative Routes: Temporary Certificate (D).

GEORGIA
Professional Standards Commission
Department of Education
1454 Twin Towers East
Atlanta, GA 30334
404-656-2604
Alternative Routes: Alternative Certificate for Selected Special Education Fields (D); Temporary Provisional Certificate (G).

HAWAII
Office of Personnel Services
Department of Education
P.O. Box 2360
Honolulu, HI 96804
808-586-3420
Alternative Routes: Special Certification Program – Mathematics/Science (E).

IDAHO
Teacher Education and Certification
Department of Education
Len B. Jordan Office Building
650 West State Street
Boise, ID 83720
208-334-3475
Alternative Routes: Secondary Field Centered Teacher Training Program (B-2).

STATES OFFERING ALTERNATIVE PROGRAMS

The following states offer alternative licensure programs designed specifically to recruit adults with at least a Bachelor's degree into the teaching profession, including a range of alternative education and mentoring programs to support new teachers. In addition, 22 other states offer alternative licensure programs that mainly consist of "emergency" provisions designed to fill teacher vacancies.

Arizona*
Arkansas*
California*
Colorado
Connecticut
Georgia*
Kentucky
Idaho*
Maryland
Mississippi*
Missouri*
New Hampshire
New Jersey
Ohio*
Tennessee
Texas
Washington
West Virginia

***Some restrictions apply as to which grade levels or subject areas the teacher candidates can teach.**

Source: "Alternative Teacher Certification: A State-by-State Analysis," 1992, National Center for Education Information

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*See next page for key to these codes.

KEY TO ALTERNATIVE LICENSURE PROGRAMS

Use the following classification system to learn what each state in the directory beginning on page 65 offers in the way of "alternative licensure" programs. Information courtesy of the National Center for Education Information. (See page 64 for information on how to order NCEI's full report.)

CLASS A: This category is reserved for those programs that meet the following criteria:

- **The program has been designed for the explicit purpose of attracting talented individuals who already have at least a Bachelor's degree in a field other than education into elementary and secondary school teaching.**
- **The program is not restricted to teachers for shortage areas, secondary grade levels or subject areas.**
- **The alternative teacher licensure programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year—and sometimes in the summer before and/or after.**

CLASS B: Same as Class A with one change: these states either restrict the program to teachers for shortage areas (class B-1) and/or secondary grade levels and/or subject areas (class B-2).

CLASS C: These routes entail review of academic and professional background and transcript analysis. They involve individually designed in-service and course-taking necessary to reach competencies required for licensure, if applicable. (The state and/or local school district have major responsibility for program design.)

CLASS D: Same as Class C with one change: an institution of higher education has major responsibility for program design.

CLASS E: Post-baccalaureate programs, based at an institution of higher education.

CLASS F: These programs are basically emergency routes. The prospective teacher is issued some type of emergency licensure or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full licensure.

CLASS G: Programs in this class are for persons who have very few requirements left to fulfill before becoming licensed through the traditional college route, e.g., persons licensed in one state moving to another, or persons licensed in one subject area seeking to become licensed in another.

CLASS H: This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.

CLASS I: These states reported in 1992 that they were not implementing alternatives to the approved college teacher education program route for licensing teachers. Some of these states do offer temporary (e.g., emergency, provisional) licenses, but these states do not consider them to be "alternative routes."

ILLINOIS
Certification and Placement
State Board of Education
100 North First Street
Springfield, IL 62777-0001
217-782-2805
Alternative Routes: Provisional Certificate (G); (I).

INDIANA
Professional Standards Board
Department of Education
State House, Room 229
Indianapolis, IN 46204-2790
317-232-9010
Alternative Routes: (I).

IOWA
Board of Education Examiners
State of Iowa
Grimes State Office Building
Des Moines, IA 50319-0146
515-281-3245
Alternative Routes: (I).

KANSAS
Certification, Teacher Education & Accreditation
Department of Education
120 SE Tenth Avenue
Topeka, KS 66612
913-296-2288
Alternative Routes: Alternative Certification Higher Education Program (D); Visiting Scholar Program (H).

KENTUCKY
Teacher Education and Certification
Department of Education
500 Mero Street, Rm. 1820
Frankfort, KY 40601
502-564-4606
Alternative Routes: Alternative Certification (A); Post-Baccalaureate Experimental Secondary Teacher Preparation Program (E).

LOUISIANA
Teacher Certification
Department of Education
P.O. Box 94064
626 North 4th Street
Baton Rouge, LA 70804-9064
504-342-3490
Alternative Routes: Alternative Post-Baccalaureate Certification Program - Secondary, Lower & Upper Elementary, Special Education (E); Temporary Certificate (F).

MAINE
Department of Education
Certification and Placement
State House Station 23
Augusta, ME 04333
207-289-5800
Alternative Routes: Transcript Analysis (D).

MARYLAND
Division of Certification and Accreditation
Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-333-2142
Alternative Routes: Resident Teacher Certification (A); Creative Initiatives in Teacher Education (E).

MASSACHUSETTS
Bureau of Teacher Certification
Department of Education
350 Main Street
Malden, MA 02148
617-338-3300
Alternative Routes: Certification Review Panel – Alternative Route to Certification, Apprentice Teacher Program (C); Waiver (F); Internship (G).

MICHIGAN
Teacher/Administrator Preparation and Certification
Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
517-373-3310
Alternative Routes: (I).

MINNESOTA
Personnel and Licensing
Department of Education
616 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612-296-2046
Alternative Routes: Alternative Preparation to Teacher Licensure Program (C); Limited License for Secondary School (F); Provisional License (G).

MISSISSIPPI
Office of Teacher Certification
Department of Education
P.O. Box 771
Jackson, MS 39205
601-359-3483
Alternative Routes: Alternative Route Provisional Certificate (B-2).

MISSOURI
Teacher Education
Missouri Teacher Certification Office
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
314-751-3486
Alternative Routes: An Alternate Certification Program (B-1).

MONTANA
Certification Services
Office of Public Instruction
State Capitol
Helena, MT 59620
406-444-3150
Alternative Routes: Class 5 (Provisional) Teaching Certificate (G).

NEBRASKA
Teacher Certification/Education
301 Centennial Mall, South
Box 94987
Lincoln, NE 68509
402-471-2496
Alternative Routes: Provisional Commitment Teaching Certificate (G).

NEVADA
Teacher Licensure
Department of Education
1850 East Sahara, Suite 200
State Mail Room
Las Vegas, NV 89158
702-486-6457
Alternative Routes: Provisional License (F).

NEW HAMPSHIRE
Bureau of Teacher Education and Professional Standards
Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301-3860
603-271-2407
Alternative Routes: Alternative 5: Provisional Certification Plan (A); Alternative 4: Individual Professional Development Plan (C); Conversion Programs (D); Emergency Permission to Employ (F); Alternative 3: Demonstrated Competencies and Equivalent Experience (H).

NEW JERSEY
Teacher Certification and Academic Credentials
Department of Education
3535 Quakerbridge Road, CN 503
Trenton, NJ 08625-0503
609-292-2070
Alternative Routes: Provisional Teacher Program (A).

NEW MEXICO
Educator Preparation and Licensure
Department of Education
Education Building
Sante Fe, NM 87501-2786
505-827-6587
Alternative Routes: Alternative Licensure (C); Distinguished Scholar Program (H).

NEW YORK
Office of Teacher Certification
Department of Education
Cultural Education Center, Room 5A 11
Albany, NY 12230
518-474-3901
Alternative Routes: Internship Certificate (E); Transcript Analysis (G); (I).

NORTH CAROLINA
Division of Certification
Department of Public Instruction
114 West Edenton Street
Raleigh, NC 27603-1712
919-733-4125; 919-733-0377
Alternative Routes: Modified Certification Plan (C); Lateral Entry Provisional Certificate (D).

NORTH DAKOTA
Teacher Certification Division
Department of Public Instruction
600 East Blvd. Avenue
Bismarck, ND 58505-0440
701-224-2264
Alternative Routes: Emergency License (F); (I).

OHIO
Teacher Certification
Department of Education
65 South Front Street, Room 1012
Columbus, OH 43266-0308
614-466-3593
Alternative Routes: Internship Certification Program (B-2); Temporary Teaching Permit (H).

OKLAHOMA
Department of Education
2500 North Lincoln Blvd., Room 211
Oliver Hodge Education Building
Oklahoma City, OK 73105-4599
405-521-3337
Alternative Routes: Alternative Placement Program (C); Emergency & Provisional Certificates—Alternative Certification (F).

OREGON
Teacher Standards and Practices Commission
580 State Street, Room 203
Salem, OR 97310
503-378-3586
Alternative Routes: Interim Teacher Certificates (C).

PROFILE OF AN ALTERNATIVE LICENSURE PROGRAM

Created in 1986 as part of the Connecticut Enhancement Act, Connecticut's Alternative Route to Teacher Certification program was designed "to attract talented individuals from fields outside of education into teaching" through non-traditional avenues. Since its inception, this program has licensed over 500 candidates to teach in upper elementary grades (grades 4-8), specific subject areas in secondary schools (grades 7-12), and art and music courses (grades K-12) in the state of Connecticut.

To be eligible to participate, applicants must hold a Bachelor's degree (with at least a 3.0 G.P.A.) that is generally related to the subject area they want to teach, from an accredited institution. Secondary school and special area (art or music) teachers also must complete subject area course requirements. In addition, all participants must have a passing score on both a basic skills and a subject area exam, and experience working with the age group they want to teach.

Connecticut's is a two month/two year program, wherein candidates take a two-month intensive interdisciplinary summer training program followed by a two-year supervised teaching placement. Upon successful completion of the summer training, candidates receive a 90-day temporary license to seek a position and begin teaching (participants are later eligible for an Initial Educator Certificate). Once they secure placement in a Connecticut public school, participants spend their two-year assignment in a structured teaching program. To provide the teachers with a professional network and support system as they adjust to the challenges of a new profession, the program provides supplementary mentorship, assessment, and staff development through the Beginning Educators Support and Training (BEST) Program.

The Connecticut Alternative Route program is highly competitive, accepting only one out of three applicants annually. Deadlines for applications are due in January and tuition is about $2,300.

PENNSYLVANIA
Bureau of Teacher Preparation and Certification
Department of Education
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333
717-787-2967
Alternative Routes: Teacher Intern Program (D); Temporary Teaching Permit (G).

PUERTO RICO
Teacher Certification Division
Department of Education
Box 190759
Hato Rey, PR 00919
809-758-4949

RHODE ISLAND
School and Teacher Accreditation, Certification and Placement
22 Hayes Street
Roger Williams Building, 2nd Floor
Providence, RI 02908
401-277-2675
Alternative Routes: (I).

SOUTH CAROLINA
Teacher Education and Certification
Department of Education
1015 Rutledge
1429 Senate Street
Columbia, SC 29201
803-734-8466
Alternative Routes: Critical Need Conditional Certificate (C).

SOUTH DAKOTA
Office of Certification
Division of Education and Cultural Affairs
Kneip Office Building
700 Governor's Drive
Pierre, SD 57501
605-773-3553
Alternative Routes: Alternative Certification (D).

TENNESSEE
Office of Teacher Licensing
Department of Education
6th Floor, North Wing
Cordell Hull Building
Nashville, TN 37243-0377
615-741-1644
Alternative Routes: Interim Probationary License Type C – Alternative Preparation for Licensure (A); Permit to Teach (F); Interim Probationary License – Type A & B (G).

TEXAS
Division of Personnel Records
William B. Travis Office Building
1701 North Congress Avenue
Austin, TX 78701
512-463-8976
Alternative Routes: Alternative Teacher Certification (A). For information strictly on alternative certification, contact the Alternative Teacher Certification Program, Education Service Center, Region 20, 1314 Hines Avenue, San Antonio, TX 78208, (210)-299-2400.

UTAH
Certification and Personnel Development
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
801-538-7740
Alternative Routes: Alternative Preparation for Teaching Program (C); Letter of Authorization (G); Eminence or Special Qualification Authorization (H).

VERMONT
Licensing Division
Department of Education
Montpelier, VT 05620
802-828-2445
Alternative Routes: License by Evaluation (C); Waiver (F); Transcript Analysis (G).

VIRGINIA
Office of Professional Licensure
Department of Education
P.O. Box 2120
Richmond, VA 23216-2120
804-225-2022
Alternative Routes: Provisional Certificate (G).

WASHINGTON
Director of Professional Preparation
Office of the Superintendent of Public Instruction
Old Capitol Building
Box 47200
Olympia, WA 98504-7200
206-753-6775
Alternative Routes: Internship Program (A); Conditional Certificate, Einstein Certificate (H).

WEST VIRGINIA
Office of Professional Preparation
Department of Education
Capitol Complex, Room B-337, Bldg. 6
Charleston, WV 25305
304-558-2703; 1-800-982-2378
Alternative Routes: Alternative Program for the Education of Teachers (A); Permit for Full-Time Teaching (F); Internship License, Temporary License Alternative Certification Program (G).

WISCONSIN
Bureau of Teacher Education, Licensing and Placement
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
608-266-1027
Alternative Routes: Permits (F); (I).

WYOMING
Certification and Licensing Unit
Department of Education
2300 Capitol Avenue
Hathaway Building
Cheyenne, WY 82002-0050
307-777-6261
Alternative Routes: (I).

ST. CROIX DISTRICT
Department of Education
Educational Personnel Services
2133 Hospital St.
Christianstead
St. Croix, Virgin Islands 00820
809-773-5844

ST. THOMAS/ST. JOHN DISTRICT
Educational Personnel Services
Department of Education
44-46 Kongens Grade
St. Thomas, Virgin Islands 00802
809-774-0100

U.S. DEPARTMENT OF DEFENSE OVERSEAS DEPENDENT SECTION
Teacher Recruitment
2461 Eisenhower Avenue
Alexandria, VA 22331-1100
703-325-0690

4

Opportunities for Persons of Color*

America has always been a diverse society. In the future we will be even more so. However, while America's school-age population is becoming more multicultural and multiethnic in make-up, its teaching workforce reflects a trend in the opposite direction.

That's one reason why, today, the need for teachers of color in the United States has reached critical proportions. In 1970, teachers of color made up more than 12% of the nation's teaching force, but that percentage has been dropping and, according to some estimates, may decline to just 5% by the year 2000. By that time, children of African-American, Hispanic and Latino, Asian, and Native American descent are expected to make up about 33 percent of the school age population.

Our schools urgently need teachers of color for several reasons: to serve as role models for children of *all* ethnic and cultural backgrounds; to bring the perspectives of diverse life experiences to the challenges of teaching and learning; and to create school communities that reflect the values of our pluralistic society. In response to this challenge, a wide range of efforts has emerged to help individuals of color begin successful careers in teaching. This chapter of the *RNT Careers in Teaching Handbook* describes some of those programs, offers contact information, and profiles some teachers of color who have found deep satisfaction in their chosen career.

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* In this Handbook, the term "persons of color" is used to refer to African-Americans and other black individuals, Native Americans, and people of Hispanic or Asian descent. While terminology in these instances is still a matter of some debate, "people of color" appears preferable in most cases to "minority," which ignores the fact that in many school districts (and some states), children of color in fact represent the majority of the school-age population.

THE NEED FOR TEACHERS OF COLOR

INTRODUCTION: Why is diversity in the teaching ranks important? At a very basic level, schools help shape children's attitudes toward others. For many children, schools provide an introduction to community roles and responsibilities beyond those provided by families, places of worship, and neighborhoods. The quality, diversity, and cultural sensitivity of their teachers are essential ingredients in creating learning communities in which children can thrive—and that adequately prepare those children for life in the twenty-first century.

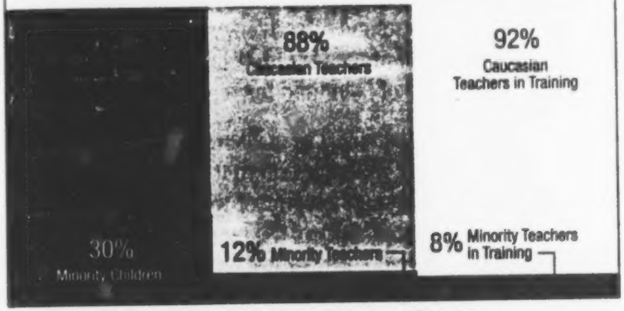
Moreover, teachers not only shape the attitudes and experiences of their students, but those of their professional colleagues, as well. Good teachers learn from—and depend upon—the sensitivities and experiences of other teachers. A diverse teacher workforce brings insights gleaned from different life experiences, interests, and expertise to the challenges of teaching and the needs of learners.

Teachers have traditionally held a position of high esteem in communities of color. For African-Americans, education has historically been a doorway to professional, social and economic opportunity, and teachers hold the keys which unlock that door. Teachers—*los maestros*—are also highly regarded in Latino cultures, and the same is true for Asian and Native American cultures as well.

A society that reflects the full participation of all its citizens will be difficult to accomplish if only one in 20 teachers is a member of a minority group. At this rate, the average child will have only two minority teachers—out of about 40—during his or her K-12 school years.

—NEW STRATEGIES FOR PRODUCING MINORITY TEACHERS, EDUCATION COMMISSION OF THE STATES, 1990

PRESENCE OF PEOPLE OF COLOR IN K-12 EDUCATION



Source: National Center for Education Statistics, U.S. Department of Education

"To achieve parity between the teaching force and the student population would require the licensing and certification of 450,000 minority teachers among the 1.5 million teachers needed for our schools during the next five years. Of the 700,000 new teachers who are expected to be trained in this period, only about 35,000 are estimated to be minority."

—Education That Works: An Action Plan for the Education of Minorities, Quality Education for Minorities Project (January, 1992)

Sche
Without D

ROBIN SACHS PHOTO

Children feel so disenfranchised. They don't feel like they belong . . . But in this classroom, I make no doubts about how they fit in with me.

Jenlane Gee, a first generation American, teaches third grade in Modesto, California.

So why the growing shortage of teachers of color?

The answer is a complicated one. In fact, there is not one answer to that question, but many:

- Other career opportunities: Discrimination once restricted professional employment opportunities for people of color (and women) in the U.S. to relatively few options (including teaching, government service, and social work). However, today there are far fewer barriers to opportunity and all Americans can pursue a much wider spectrum of professional opportunities. For example, in 1976, African-Americans received 14,095 undergraduate degrees in education—about one-fifth of all such degrees awarded that year. By 1989, that number had dropped to 4,233, while the number of degrees awarded in other areas had increased substantially.
- College participation by young people of color: People of color make up 25% of the college-age population, but only 17% are actually enrolled in college. Enrollment of Hispanic students has grown since 1980, but still represents less than 5% of all college enrollment, compared to 9% of the nation at large.
- Teacher testing: Inequities in the education of teacher candidates of color (especially during their precollegiate years) have led to lower scores on teacher licensing tests, which are increasingly being relied upon by states and school districts to measure projected teaching effectiveness. (Critics of teacher competency tests also argue that built-in test bias systematically disadvantages people of color and female test-takers.)
- Dissatisfaction with teaching: The challenges that led to steep declines in the number of people entering the profession in the 1980s—low pay, the perception of poor working conditions, lack of prestige, and the uncertainty of the teacher job market—have had the same impact upon prospective teachers of color.

What is being done to reverse these trends? Over the past five to ten years, the most significant development has been the realization (among educators and policy makers at the state and federal levels) that the issue of diversity in the teaching ranks has important ramifications for achieving the nation's social, economic, and education goals. A wide range of programs have been developed in response, falling roughly into the following categories:

- Targeted recruitment programs for students of color, ranging from college-based efforts to national campaigns such as those launched by Recruiting New Teachers, Inc. (publishers of this book).
- Financial incentives, including scholarships and "forgivable" loans, to attract talented students to teaching.
- Establishment of programs designed to reach students of color while they are in high school or middle school.
- More flexible admissions requirements for teacher preparation programs.
- Comprehensive approaches to teacher education designed to overcome poor academic preparation in the primary and secondary school grades.
- Alternative pathways into teaching, such as programs providing preparation for college-trained personnel leaving the military, or offering special career ladders to unlicensed teacher aides.

If you are a person of color, the resources and contact information listed elsewhere in this chapter will help you discover programs in your state that can help you enter the teaching profession. These are not comprehensive lists, however, and you would help yourself further by contacting your school guidance department, local colleges of teacher education (see page 48), and state education agency directly. It will take effort and dedication to determine what program will best meet your needs. Just remember: teaching combines service with opportunity. When you make a difference in a child's life, you shape a better future for us all. Few professions offer that kind of impact and satisfaction, and there are a growing number of programs that can help you reach that goal.

If you are not a person of color, the editors of this *Handbook* hope that this information has helped you gain a better understanding of the need to create a more diverse teacher workforce. Seek out opportunities to student-teach with children and work with colleagues of different ethnic backgrounds. Learn how a culturally sensitive "rainbow" of teachers can better serve all of America's children today and tomorrow.

1992
George Bush
Patrick Buchanan

NATIONAL TEACHERS OF THE YEAR

The greatest reward I find in teaching is the hope I feel when students begin to change.

Thomas Fleming, a high school dropout at 17, teaches at the Washtenaw County Juvenile Detention Center in Ann Arbor, Michigan. He was the 1992 National Teacher of the Year.

Giving Hope

JACKIE STANLEY

As an African American teacher, I have the unique opportunity to lead by example, and to help my students learn that people of all colors can play a role in making this world a better one. What excites me the most is the chance to share my knowledge and experience with others, and the chance to make an important statement about the determination and strength of people of color.

I grew up in South Carolina, where I attended segregated black schools. One of my teachers told me about a program in Iowa where I could live with a family and finish my last three years of high school. Ms. Cooper saw it as a key that might open the door to a better education than what I could find back then in South Carolina. I trusted her opinion, and at age fifteen I packed my bags and set off on the three-day bus trip to Iowa.

When I arrived, I felt as if I had entered a foreign land. I was surrounded by white people, many of whom had never met a black person before. There were no other black people nearby. Nothing felt familiar.

I wondered if I had lost my marbles.

But: the longer I stayed, the more I understood that I could not blame these people for their misconceptions. Rather, I had to blame their ignorance. No one had given them the key to understanding someone so different from themselves. And I realized I had a rare opportunity—the opportunity to teach. I had been given a gift—my education—and I saw that I could use this training to help fight ignorance and prejudice among people of all races. I could show my students what really mattered: not the color of my skin (or my last name, or the way I talk), but how much I cared, and how well I could teach.

It wasn't easy, but three years later I graduated from high school. As I walked across the stage to receive my diploma, my mom cried and my Iowan friends gave me a standing ovation. I knew then that I had been given a mission to teach, and to help other young people acquire their own key to reaching the stars.

ROBIN SACHS PHOTO

What excites me the most... is the chance to make an important statement about the determination and strength of people of color.

As any teacher will tell you, helping a student along this journey is a thrilling and rewarding experience. Recently, I have been working with a program designed to help encourage young people of color to consider a career in teaching. Last year, we asked the students who participated in the program to tell us what it had meant for them, and one young man answered, "Now I know there's a future, and I know that it will be good."

That's our responsibility as teachers: to give kids hope for a future. It's also our greatest joy.

Jackie Stanley has recently concluded a term as a Teacher-in-Residence at the South Carolina Center for Teacher Recruitment, where she headed the Center's Pro-Team Program, designed to encourage middle school students to consider a career in teaching.

ROBIN SACHS PHOTO

I give 150% when I'm teaching. I've tried to modify that—to be a little bit more temperate in how much I do and how much I give. But I can't do it.

Dolly Naranjo, a Native American of the Santa Clara Pueblo, is a principal and teacher in Tesuque Pueblo, New Mexico.

RESOURCES

Scholarship and Loan Programs

The following are examples of state-funded forgivable scholarship and loan programs designed specifically to serve prospective teachers of color (or that give students of color special consideration). Most "forgivable" state scholarship programs will permit students to forego repaying loans in exchange for a specified number of years of teaching service in that state. Please note that information about these programs changes rapidly, and that this list may not be complete. *(See pages 44-47 for contact information.)*

Alaska: The Alaska Native Teacher Scholarship Program

Florida: The Chappie James Most Promising Teacher Scholarship

Indiana: The Indiana Minority Teachers Scholarship Fund

Kansas: The Kansas Teacher Scholarship Program

Louisiana: The Louisiana Education Majors Scholarship Program

Missouri: The Missouri Teacher Education Scholarship Program

North Carolina: The Prospective Teacher Program

Ohio: The Ohio Teacher Education Loan Program

Oklahoma: The Oklahoma Future Teachers Program

Tennessee: The Tennessee Minority Teaching Fellows Program

Virginia: The Virginia Teaching Fellowships Loan Program

Remember: even if your state is not listed here, there are a variety of additional financial aid programs designed to help future teachers. (See pages 48-49 for additional resources and information.)

Programs for Teacher Aides and Mid-Career Professionals

The following are examples of forgivable scholarship and loan programs for paraprofessionals and prospective teachers who are currently working in a different field. Some are designed specifically to serve persons of color; others give minority group members special consideration. Please note that some state scholarship and loan forgiveness programs are dependent upon yearly renewal of their funding appropriation. The fact that they are "on the books" as passed legislation does not necessarily mean that they have been funded by the state. Except where specific contacts are provided, check with your state education agency for the most up-to-date information about these programs. *(See contact lists in this chapter and on pages 44-47.)*

Colorado: The Minority Teacher Incentive Program provides grants of $1,500 for teacher candidates of color who have been accepted into an alternate teacher program and are considered "promising candidates." The state does not appropriate funding but requires the state department of education to solicit funds from outside sources. Solicitation began in 1991.

Connecticut: Participants in the Teaching Opportunities for Professionals (TOP) program work as paraprofessionals for half of the school year and take courses toward a bachelor's degree the other half of the year. The district pays their salary during this time, and the state covers all academic costs. (Call Alma Exley, TOP Program Manager, at 203-566-7591 for information on this program.)

Minnesota: The Alternative Preparation for Licensure Program is funding a $5,000 incentive grant for each person of color who enters the program. Participants will receive $2,500 a year for two years, provided that they teach in the same district for a second year. Loans are also available to Native American teachers enrolled in four teacher education programs; they must then teach in Minnesota in order to have their repayable scholarships forgiven. One-fifth of the loan is forgiven for every year the recipient teaches.

FOR MORE INFORMATION . . .

Recruiting New Teachers, Inc. maintains a counselor-assisted hotline designed especially to provide guidance to individuals of color and teacher candidates in 40 of the nation's largest cities. The Urban Helpline is open for calls from 10:00-6:00 (EST), and is supported (through 1994) by generous grants from the Prudential Foundation and the Annenberg Foundation. The Helpline's toll-free number is 1-800-969-TEACH. Please read this *Handbook* carefully before you call; the answers to many of your questions may be in it!

Mississippi: The Office of Academic Affairs manages a high school program for students of color and offers financial aid information on doctoral teacher loan/scholarship programs. Contact Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, MS 39211-6453.

New Mexico: The Albuquerque Educational Assistants Association has created a Career Advancement Program designed to help teacher paraprofessionals become fully licensed teachers. Contact Frances Sanchez, President, AEAA, 8009 Mountain Road Place, NE, Albuquerque, NM 87110 (505-266-6638).

North Carolina: The Teacher Assistants Scholarship allows teacher assistants to work in the public schools part-time and matriculate in teacher education programs part-time. These scholarships are forgiven on a year-for-year basis if the student teaches in North Carolina. Another program, Project Teach, is designed in part to help recruit new teachers of color.

Tennessee: The Community College Education Recruitment Scholarship awards $2,000 per year for two years for 25 entering freshmen in community colleges who intend to pursue a teaching career. This scholarship need not be repaid.

Texas: The Region One Education Service Center, one of eleven such centers in Texas, offers a wide range of programs designed to recruit new teachers (and particularly teachers of color). Contact the Director, Teacher Recruitment and Certification, Region One Education Service Center, 1900 West Schunior, Edinburg, TX 78539 (512-383-5611).

Other Resources and Programs

Andover-Woodrow Wilson Institute for Recruitment of Teachers: This intensive four-week program targets college juniors of color who want to teach at the high school or college level. Through workshops, discussion, papers, and other activities, students are encouraged to pursue a graduate degree. A $1,000 stipend, along with travel, room, and board are provided. Contact: Kelly Wise, Institute for Recruitment of Teachers, Phillips Andover Academy, Andover, MA 01810; 508-749-4000, x4115.

Indian Fellowship Program: This program provides fellowships enabling Native American students to pursue postbaccalaureate degrees in a number of fields, including education. Available to Native Americans and Alaska Native students. Contact: John Darby, U.S. Department of Education, 400 Maryland Ave., Room 2177, Washington, DC 20202-8385; 202-401-1902.

U.S. Bureau of Indian Affairs: The Bureau offers 14,000 $1,500 annual scholarships to candidates who are at least one-quarter American Indian, Eskimo or Aleut, and are members of tribes served by the Bureau. Contact the Bureau's Higher Education Program, 18th and C Streets, Washington, DC 20245.

Mellon Fellowships for Minority Teachers: The Mellon Foundation provides a variety of fellowships and support for future teachers studying at Cornell University, Harvard University, Stanford University, and Columbia University/Teachers College. Contact Michael Johanek, Coordinator, The Mellon Fellowships Collaborative, Box 4, Teachers College, Columbia University, 525 120th Street, New York, NY 10027.

National Association of Independent Schools (NAIS): NAIS holds independent school job fairs targeting teachers of color in urban areas throughout the United States. Contact the Office of Diversity and Multicultural Services, NAIS, 1620 L Street, NW, Washington DC 20036; 202-973-9700.

National Hispanic Scholarship Fund (NHSF): Based in San Francisco, this organization is dedicated to providing financial assistance to undergraduate and graduate students of Hispanic descent. Recipients of these scholarships are not required to attend any specific college or major in any particular field, although the greatest number have gone to students majoring in educational, political and social fields. Contact NHSF, Box 728, Novato, California 94948; 415-892-9971.

Hispanic Women's Corporation: This group provides scholarships to Hispanic students in Arizona universities and community colleges. In addition, recipients receive support through networks and mentors. Write to NWC, 640 North First Avenue, Phoenix, AZ 85003.

ROBIN SACHS PHOTO

I'm an American—a proud American. And I say, look: our priorities have to change. Our profession is just as important as, say, neurosurgery. Our operating room is the classroom, and we cure diseases of the mind and of the heart.

Jorge "Coco" Vazquez combined his training in karate and in special education to create a "total intervention" school program in Brigham City, Utah. A native Bolivian, Vazquez has also brought literacy programs to rural areas in South America.

RACE-BASED SCHOLARSHIPS: OK (FOR NOW)

Are college scholarships based exclusively on racial criteria legal? The practice was called into question by Bush Administration officials in 1990, but has received support more recently by President Clinton's Secretary of Education, Richard W. Riley. In a spring 1993 letter to college presidents, Secretary Riley wrote, "I believe race-based scholarships can be a valuable tool for providing equal opportunity and for enhancing a diverse educational environment for the benefit of all students." Many educators and legal scholars expect that the issue will finally be resolved in the courts, but until then, such scholarships have received the blessing of the current Administration.

National Hispanic Scholar Awards Program: Scholarships are awarded to Hispanic high school seniors based on academic performance, PSAT scores, recommendations and an essay. Contact the Program at 1717 Mass. Ave., NW, Suite 401, Washington, DC 20036-2093.

Peabody College Minority Teaching Internship Awards: Some colleges and universities have instituted special scholarship programs in an effort to recruit more individuals of color into teacher preparation programs. One example is this 15-month program, sponsored by Peabody College at Vanderbilt University. It is designed to serve individuals of color who have completed a bachelor's degree with majors outside of education, and provides limited scholarships and stipends. Contact Peabody College at 615-322-2561.

Rockefeller Brothers Fund Fellowships: The Rockefeller Brothers Fund is awarding fellowships to outstanding college students of color who wish to pursue a graduate degree in education and teach in the public schools. The fellowships will be awarded to 25 students to be selected annually from 20 participating colleges. Contact your college office of student affairs, financial aid, or minority affairs to see if your college is a participating member of the program.

Tomas Rivera Center: A public policy group that focuses on the concerns of Chicanos and Latinos has launched a pilot program to increase the number of Hispanic teachers in the Southwest. The project targets four universities — California State University at San Bernardino, San Diego State University, the University of Texas at El Paso, and Southwest Texas State University. Programs feature courses to introduce Hispanic students to the teaching profession, as well as a student center where the prospective teachers can gather. Contact Yolanda Ingle at the Tomas Rivera Center, 710 North College Avenue, Claremont, CA 91711.

Urban Scholars Program: Teachers College/Columbia University provides graduate support for teachers committed to working in an urban environment. To receive information contact: Michael Johanek, Urban Scholars Program, Box 4, Teachers College, Columbia University, New York, NY 10027.

Equity 2000: A national education reform program established by the College Board in 1991. Equity 2000 is designed to help eliminate academic tracking systems in high school that effectively preclude many students from considering attending college. The program establishes algebra as a requirement for eighth and ninth grade students and geometry as a requirement in the tenth grade. These college-prep math courses are the traditional gatekeepers to college admission. For more information, contact the College Board, 45 Columbus Avenue, New York, NY 10023.

General Directories

Directory of Special Programs for Minority Group Members, edited by W.L. Johnson, Garrett Park Press, Box 190A, Garrett Park, MD 20896. ($27 plus $3 shipping.)

Directory of Special Programs for Minority Students, Reference Service Press, 1100 Industrial Road, San Carlos, CA 94070.

Financial Aid for Minority Students in Education, Garrett Park Press, Box 190A, Garrett Park, MD 20896.

Directory of Financial Aid for Minorities in Teacher Education, Phi Delta Kappa, Inc., PO Box 789, Bloomington, IN 47402 (812-339-1156). Available through local Phi Delta Kappa chapters.

Hispanic Financial Resource Handbook, Ohio State University, Hispanic Student Programs, 347 Ohio Union, 1739 N. High Street, Columbus, OH 43210.

National Education Association. Offers a range of information on careers in teaching; refer to NEA's "We Need Teachers" series. Write to either Student Programs or the Human Civil Rights Division at the NEA, 1201 16th Street NW, Washington, DC 20036.

Other Sources of Financial Aid

National Scholarship Service and Fund for Negro Students. Offers advice and referrals. 563 3rd Street, Brooklyn, NY 11215.

NAACP Legal Defense and Educational Fund. Offers scholarships for African American students attending recently desegregated state universities. 99 Hudson Street, 16th floor, New York, NY 10013.

United Negro College Fund. Provides scholarship information. 500 East 62nd Street, New York, NY 10021.

FEDERAL PROGRAMS FOR STUDENTS OF COLOR

For information on these programs, contact your state department of education (see page 44) or the financial aid office of the college or university you attend or to which you are applying. You can also receive general information by calling the toll-free federal hotline, 1-800-4-FED-AID.

- *Special Programs for Disadvantaged Students (TRIO):* The federal TRIO programs are designed to encourage qualified individuals from disadvantaged backgrounds to attend college or pursue graduate studies. They include (among others) the Upward Bound, Talent Search, and Educational Opportunity Center programs, which provide guidance to students before entering college; and the Ronald McNair Postbaccalaureate Achievement program, designed to help qualified college students prepare for graduate study.
- *Paul Douglas Teacher Scholarships:* This program provides funds for states to use in attracting especially capable students to teaching careers. In general, students must agree to teach two years for each year of scholarship support.
- *Federal Fellowship Programs:* A number of different federal programs provide funds to institutions of higher education to help prepare undergraduate students for graduate school and to provide direct financial assistance to graduate students. They include the Women and Minority Participation in Graduate Education program, the Patricia Roberts Harris Fellowship, and the Graduate Assistance in Areas of National Need program.

The Higher Education Act (HEA), which put most of these programs into place, was revised in 1992 to include a number of other programs designed specifically to recruit individuals of color into the teaching profession. Unfortunately, funds for those programs were authorized but never appropriated. There is a slim chance—but a chance, nonetheless—that Congress or the Administration will readdress those programs in other legislation over the next several years.

Bureau of Indian Affairs Higher Education Grant Program. Provides financial aid to eligible Native American students, based on financial need. Bureau of Indian Affairs, 18th and C Streets NW, Washington, DC 20245.

Florida Atlantic University. Provides complete scholarship to every African-American freshman it admits. Open to out-of-state applicants, but preference is given to Florida residents. Admission requirements include 1000 combined SAT score and a 3.0 grade point average. Call 305-393-3530 for information.

National Hispanic Scholarship Fund. Offers financial aid to qualified Hispanic students, based on academic merit, financial need, and other considerations. NHSF, Box 728, Novato, CA 94948.

National Achievement Scholarship Program. Provides financial aid to outstanding African-American high school students, based on Pre-SAT scores. National Achievement Scholarship Program, One Rotary Center, 1560 Sherman Avenue, Evanston, IL 60201.

Jackie Robinson Foundation. Offers financial assistance to outstanding high school seniors of color. Jackie Robinson Scholarship Foundation, 80-90 Eighth Avenue, New York, NY 10011.

ADDITIONAL RESOURCE CONTACTS

Note: The individuals on this list either manage or are familiar with a range of programs designed to help people of color embark on teaching careers, and have agreed to provide general advice to RNT respondents on these matters. Note: most prefer to receive inquiries by mail, rather than by telephone. Respondents are also encouraged to actively seek out other contacts; asking for the diversity coordinator or director of multi-cultural programs at local colleges and universities would be a good place to start.

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> ***Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tells them something about authority and power in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and others' intrinsic worth.***
>
> —REPORT OF THE CARNEGIE TASK FORCE ON TEACHING AS A PROFESSION

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Finding a Job in Teaching

Like teaching, the process of identifying and applying for teaching positions requires knowledge, research, organizational and interpersonal skills, determination, creativity—and patience.

Lots and lots of patience.

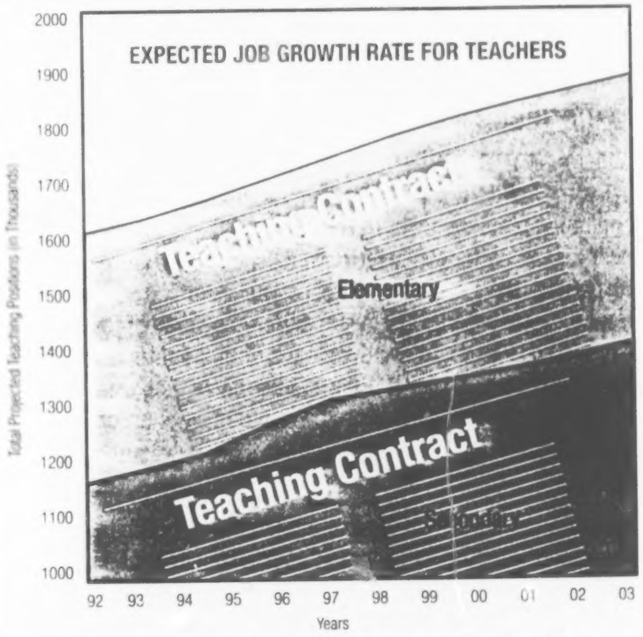
But: just as the most highly skilled, hard-working teachers derive great personal satisfaction from helping a child grow, it is the well-organized and determined job seekers who will be among those rewarded with a satisfying start to a new career.

In this chapter you'll learn about the process of identifying and applying for teaching positions, discover what recruiters look for in teaching candidates, and read about opportunities in both public and independent (private) schools. You'll also hear firsthand about one teacher's own job search, and how it left her feeling at once exhausted—and triumphant.

WHERE THE JOBS ARE

INTRODUCTION: This year, there will be an estimated 150,000–200,000 openings for teaching positions in the nation's elementary and secondary schools. Why such a rough approximation? Because—as was discussed in Chapters 1 and 2—the true character of teacher supply and demand is nearly impossible to chart. Economic boom-and-bust cycles, changes in state and local funding, attitudes toward acceptable teacher/pupil ratios, student enrollment trends, teacher attrition (resignations and retirement), the number of former teachers interested in returning to the profession—all of these factors and more help to determine how many new teachers will be hired in any given year.

In general, however, there appears to be at least some undersupply of teachers in certain geographic regions (including rural areas and inner cities), in specific curriculum areas (special education, math, science, bilingual education and English as a Second Language), and among some demographic groups (particularly, people of color). What's more, a far more urgent need for new teachers looms during the latter part of the 1990s, when large numbers of an aging teacher workforce are due to retire—just when the echo of the baby boom (i.e., children of the baby boom generation) will swell school enrollments to historic levels.


EXPECTED JOB GROWTH RATE FOR TEACHERS

Source: *Projections of Education Statistics to the Year 2002*, National Center for Education Statistics U.S. Department of Education

Q Lately, I've heard more reports of teacher layoffs than of any great demand for teachers. What's the real story?

During the economic downturn of the early 1990s, many state and local governments were forced to cut back their school budgets. Financially pressed voters have been reluctant to approve new local taxes, even for such usually popular measures as school improvements. The hard times have had the effect of dampening the schools' demand for new teachers—even in the face of rising student enrollments. In addition, veteran teachers have remained in the profession longer than expected, postponing long-anticipated increases in teacher retirement rates. Finally, recent studies suggest that the so-called "reserve pool" of former teachers who are re-entering the workforce may be supplying a larger percentage of new hires than was previously thought.

As was pointed out in chapter 1 *(page 6)*, however, demand for teachers is generally expected to rise over the next several years—primarily due to simultaneous increases in student enrollment and teacher retirement rates. In fact, the National Center for Education Statistics predicts that the number of teaching positions in the U.S. will grow by nearly 1.5% annually over the next ten years—exceeding the expected 1.2% national average for job growth *(see chart, preceding page)*.

Q What can I do to improve my chances of getting hired as a teacher?

The current state of teacher supply and demand means that teacher candidates may have to broaden their idea of "the perfect job." By diversifying your experience and areas of licensure, and widening the net of your job search to include regions and community settings of high teacher need, you can significantly improve your chances of landing a teaching position.

- *Types of Schools and Communities:* Studies show that most beginning teachers want to teach in middle-class schools, in or near an area where they have established roots. (Interestingly, respondents—like you—to RNT's public service ad campaigns tend to show broader interests: more than three of four say they would like to teach in disadvantaged or multicultural urban settings.) At the same time, other studies show that greater demand for new teachers is to be found in large urban school districts and rural areas.
- *Geographic Region:* Demand for new teachers is (and will be) higher in the South and Southwest than in New England or the Mountain states, where population growth has not been as strong.

- *Curriculum Area:* The charts presented on pages 29–30 offer a good overview of teacher demand by curriculum area. In particular, teacher candidates who major or double-major in special education, bilingual education, English as a Second Language (ESL), or (to a somewhat lesser degree) math and science seem to be better positioned to find teaching jobs. For more information about those curriculum areas of high teacher need, turn to page 31.
- *Demographic Groups:* There is widespread demand for teachers of color. Demand is also high for male teachers in areas—such as elementary schools—where they are vastly underrepresented. Across all grade levels, males represent less than a third of all current teachers.

WHERE NEW TEACHERS WANT TO TEACH

Percentage who want to teach in middle-class schools:	75
In culturally diverse schools:	14
In low-income schools:	6
Percentage who hope to teach in or near hometown, within home state or within 500 miles of college attended:	75
Percentage who plan to teach in suburbs:	57
In rural areas or small towns:	24
In cities:	19
Percentage who plan to teach elementary grades:	58
Secondary:	42

Source: *Teacher Magazine*

Teacher salaries: Job seekers will find that teaching salaries can vary significantly from state to state.

TEACHER SALARIES BY STATE

State	Salary	Increase*	State	Salary	Increase*
Alabama	$27,490	2.0%	Montana	$28,514	3.3%
Alaska	46,373	3.7	Nebraska	28,718	5.5
Arizona	32,403	3.9	Nevada	34,119	0.8
Arkansas	27,598	2.0	New York	44,600	2.9
California	41,400	3.0	New Jersey	43,997	7.2
Colorado	33,541	1.4	New Mexico	26,355	-0.1
Connecticut	48,850	4.0	New Hampshire	33,931	2.3
Delaware	36,217	4.8	North Carolina	29,367	2.0
District of Columbia	38,168	-1.6	North Dakota	25,211	2.9
Florida	31,153	0.3	Ohio	34,600	4.1
Georgia	30,626	3.8	Oklahoma	26,051	2.8
Hawaii	36,470	5.6	Oregon	35,435	3.9
Idaho	27,156	3.1	Pennsylvania	41,580	7.4
Illinois	38,576	5.8	Rhode Island	37,510	3.0
Indiana	35,068	3.1	South Carolina	29,151	3.9
Iowa	30,124	3.2	South Dakota	24,125	3.6
Kansas	33,133	7.8	Tennessee	29,313	2.4
Kentucky	31,487	2.0	Texas	29,935	3.1
Louisiana	26,074	0.5	Utah	26,997	2.5
Maine	30,258	0.5	Vermont	34,824	3.5
Maryland	39,141	1.1	Virginia	32,356	2.2
Massachusetts	39,245	5.3	Washington	35,870	3.0
Michigan	43,331	5.3	West Virginia	30,301	10.7
Minnesota	35,656	3.5	Wisconsin	36,477	3.5
Mississippi	24,369	0.0	Wyoming	30,850	1.4
Missouri	29,410	1.8	United States	35,334	3.6

***From previous year.**

Source: *Estimates of School Statistics, 1992–93*, National Education Association

CONDUCTING THE SEARCH

Think of your search for a teaching position as a job in itself, requiring the same dedication and creativity that you would apply in the workplace. You will find that hiring practices vary from district to district, and that—although many schools and districts now place a higher priority on teacher recruitment than they did in the past—the application process may sometimes seem like a maze of bureaucratic red tape. Just remember that thousands—in fact, tens of thousands—of teacher candidates find new teaching jobs each year. The following information can help you be one of them.

Q How do I begin?

In this chapter, we will assume that you've already settled on the kind of teaching you would like to do, and have completed an accredited teacher education program and secured a teaching license for your state. (If you're looking for alternative pathways into the teaching profession, see "Mid-Career and Alternative Licensure Programs" on page 62, "Teaching at a Non-Public School" on page 94, and "Shortcuts into the Classroom" on page 96.)

Many teacher candidates assume that the only way to find a teaching position is to scan the newspapers and send résumés in response to ads. That's certainly one way; but it should represent just a part—and not even the most important part—of your overall campaign to find a job. Here are four basic elements that, taken together, would constitute a well-organized job search.

- *Use Your Network.* You need to build active networks to enhance your chances of standing out (and to create a circle of professionals who are willing and able to help you find a job). There are an infinite number of ways to build your own network: through exemplary student teaching, summer employment (tutoring or camp program supervision), participating in community service organizations, attending workshops, voluntarily assisting with school-based research projects. . . . even writing to former teachers or administrators with whom you felt a particular bond. You may already have friends or family members who are connected in some way with schools; enlist their help. Building a network not only demonstrates initiative and commitment; it can also generate recognition from educators and other employers that can help your prospects of finding a permanent teaching position. School administrators and university career placement directors participate in their own networking by calling upon each other for these recommendations when teaching vacancies surface.
- *Flood the Market.* To use this job search strategy effectively, you must identify the geographic area(s) in which you would be willing to teach, and then send letters of interest, résumés, university credential files, and transcripts to each district. Applications should be sent to district central offices, since superintendents normally centralize personnel functions in a

single location. Call ahead to make sure you have the correct names and addresses, or you can buy a list commercially (see the resource list on page 96). This process can ensure that your placement papers are available when personnel directors or principals go to the files to review credentials for specific openings. If your research has identified a particular school in which you'd like to teach, it won't hurt to also send a letter and résumé directly to its principal.

- *Respond to Advertisements.* Make it a daily practice to scan the classified ads in newspapers serving the area(s) where you would like to teach. If you're conducting a long-distance search, consider subscribing temporarily to a major newspaper in that area and having it mailed to you. You should also contact local universities and other private and state colleges to find if you can receive the institution's Career Planning and Placement Center bulletins. Some institutions make these publications available only to their own students and alumni, but others will usually mail them to "outsiders" for a nominal subscription fee. When you call, ask for the school's career services office.

  In addition to checking job listings in newspapers and placement bulletins, try contacting your state department of education and inquiring whether the state manages a teaching job clearinghouse of any kind. *(Contacts are listed on pages 44–47.)*

- *Attend Job Fairs.* Some school districts—especially the larger ones—recruit candidates at state-, university-, or association-sponsored job fairs. To increase your exposure to potential employers, you should find out when and where these fairs are held, and register to attend. The ASCUS National Directory of Job and Career Fairs is published each fall, and is available in most career planning and placement offices, or can be ordered for $10 from the Association of School, College, and University Staffing, 1600 Dodge Avenue, S-330, Evanston, IL 60201; 708-864-1999.

One of our interview questions is: 'What is your most important reason for teaching?' Some people answer, 'I like kids,' or 'I enjoy being around people,' or 'I find it very fulfilling because I learn from my students.' Well, all of those reasons are fine, but their main reason should be to help students grow. All research has shown that the most effective teachers are those whose main objective in teaching is to help students learn.

David Ramirez is Director of Instructional Recruitment for the Phoenix Union High School District in Phoenix, AZ.

Q What should I send with my initial letter of inquiry?

Your cover letter should be short (no more than a page), direct (clearly and concisely written), and professional (typed or laser-printed, with no typos or grammatical errors). You should include a résumé—prepared with just as much care—and, if appropriate,

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copies of transcripts and/or teaching licenses. In your letter, play up any particular strengths you may have—experience in special education environments, for example—and any special knowledge you may have about the district, its various programs, and its hiring needs. Be sure to mention any work experience you've had with children (as a tutor or camp counselor, for example). After you've mailed your letters, don't simply wait for the interview requests to roll in! Follow up on each one with a personal call to reiterate your interest and check on your status.

Q How can I improve my chances, once my foot is in the door?

- *Know Your (Potential) Employers:* To be well prepared for each job interview, it's important to know the characteristics and issues that currently affect that particular school district. Ask in advance to see a district's annual report, and read it carefully to understand the relative sizes of the schools, enrollment projections, and special curricular programs that may be high priorities of local administrators. Local newspapers are good potential sources of information on major curriculum reforms and changes in administration. School newspapers can often be useful as well. Consider driving around the school's neighborhood to get a feel for the community it serves. Doing this "homework" in advance can demonstrate the kind of initiative and thoroughness that school recruiters will value.
- *Anticipate Their Questions, and Consider Your Answers:* Stage a mock-interview with yourself, or (better yet) rehearse an interview with a friend or colleague. Interviewing styles vary, but to some degree each interview you undertake will tend to cover similar territory *(see boxes below).* The better you can anticipate the questions you may be asked, the better you'll be able to answer.

THE TEN TOUGHEST INTERVIEW QUESTIONS . . .

1. **What is your philosophy of education?**
2. **What if . . . ?**
3. **How would you set up a program in your major teaching area?**
4. **What are your weaknesses?**
5. **Define the role of the principal.**
6. **Describe yourself using five adjectives.**
7. **How do you handle discipline in your classroom?**
8. **Do you want students to like you?**
9. **Describe in detail a lesson that you taught.**
10. **What are your strengths?**

Source: "National Teacher Interview Survey," Association of School, College, and University Staffing, 1990.

. . . AND OTHER IMPORTANT FACTS TO KNOW

Percentage of beginning teachers who:	
Had five or fewer interviews	73
Had seven or more interviews	18
Met with a school principal	84
Met with a district-level personnel officer	54
Met with a school superintendent	33
Met with assistant principals and committees	26
Say their job interviews were 30 minutes or less in duration	45
Say their interviews were longer than an hour	9

Source: "National Teacher Interview Survey," Association of School, College, and University Staffing, 1990.

- *Have Your Own Questions Ready:* Interviewers will almost always ask if you have any questions for them—and will be disappointed if you don't. Be honest: ask about the classroom practices and issues that are most important to you. Don't make questions about compensation and benefits your highest priority at the interview (if you have to ask about them at all).
- *Assemble a Portfolio:* Consider borrowing an idea from artists and graphic designers and put together a portfolio—a collection of documents and other materials that demonstrates your capacity to teach. The optimal time to present a portfolio is during a follow-up interview with the school principal. Documents may include: your résumé, certification documents, letters of recommendation, transcripts, NTE exam results, student teaching evaluations, evidence of field experience, pupil evaluations, a teaching unit, lesson plans, a test you created, photos of classroom activities, a videotape of a particularly good lesson, a learning activity packet, documentation of awards or honors, or a student case study.

After each interview, remember to send a follow-up letter expressing your appreciation and continued interest in working for that school or district. Don't be dismayed if you fail to receive a reply. Send two or three polite letters of inquiry before calling to ask about your status; school districts are frequently better able to handle written communications than phone calls.

THE INSIDE SCOOP: HOW ONE SCHOOL DISTRICT RATES CANDIDATES

What qualities are school district recruiters looking for when they interview for new teachers? The following criteria are used by educators in Rochester, New York—a district whose teacher development programs have received national attention—to rate the teacher candidates they meet:

- *Essential Characteristics* — academic achievement, oral and written communications skills, and interpersonal skills
- *Experience* — experience with children in urban and non-urban settings, student teaching or other teaching experience
- *Teaching and Learning* — ability to connect the student's world with curriculum content, wide range of knowledge and experience, knowledge of how to engage students in learning, approaching instruction with multicultural and interdisciplinary focus
- *Celebrating the Learning Process* — enthusiasm about teaching and learning, positive attitude toward students, energy, flexibility, sense of humor, creativity, risk-taking
- *Knowledge of Human Development* — understanding of pedagogy and relating pedagogy to age-specific development, ability to adapt teaching to different learning styles, knowledge of current educational research, experience with diverse student populations
- *Creating a Positive Learning Environment* — creating an atmosphere conducive to learning, respecting students, promoting student self-esteem
- *Professional Development and Collegial Interaction* — knowledge of education reform issues and district reform initiatives, embracing district mission, seeking ongoing professional growth, collegial interaction
- *Professional Involvement Beyond the Classroom* — participation in school and district activities, understanding of district organization, collaboration with other professionals
- *Home Involvement* — sensitivity to students from various social backgrounds, being accessible to children and parents, engaging parents in their children's learning, establishing effective communication with parents, encouraging parental involvement in classroom
- *Community Relations* — sensitivity to urban concerns and issues, knowing and interacting with the community, understanding the relationship between community support and student success in school
- *Promoting and Enhancing the Profession* — respect for the profession, awareness of responsibilities, involvement in professional organizations, demonstration of personal commitment to teaching.

Source: Courtesy of the Rochester City School District, Human Resources Department

What I Found

SUSAN LEEDS

I am what is known as a "mid-career professional" who found a new career in teaching. I had spent ten years in communications and public relations, but never felt creatively or professionally fulfilled. While completing a thesis for a Masters Degree in communications management, I began substitute teaching (to supplement my income). The first day I walked into a third grade class, something clicked and connected me to my future. Magic was happening in that elementary school: I saw students who were active learners, students who were having fun while they learned. That day was the turning point. I knew I wanted to be a teacher.

That was in the mid-1980s and stories about teacher shortages were beginning to appear in the media—another affirmation of my decision. I enrolled in the University of Massachusetts/Boston Masters in Education program, graduating two years later. My job search began several months prior to my graduation. Unfortunately, at the same time rumors began circulating about major teacher lay-offs. The job outlook for teachers seemed to have completely reversed in just two years.

But by this time, I desperately wanted to teach. I heard that Florida was hiring, as it was one of the most rapidly developing areas in the country, and I chose to expand my search out of New England into warmer climates. (Fortunately, relocation at that point was also an option for my husband, so that was not a problem.)

Soon, I discovered that finding a teaching position was a full-time job in itself. Besides contacting local school boards and responding to classified advertisements, I attended a recruitment fair in Boston. I found it quite frustrating as there were far too few available positions for far too many people.

In May of that year, I attended a statewide "Teach-in"—Florida's recruitment fair, which drew representatives from nearly every county in the state. I spent three full days interviewing with recruiters from early in the morning until late at night. It was an exhausting process, but I was able to get a sense of what I wanted with regard to staff development and teaching philosophy. I returned to Boston with a good list of individual schools to contact and each county's job hot-line number.

At that point, my daily ritual involved calling the Florida hot-line numbers and scouring the classifieds in the local papers. I spent hours personalizing cover letters, putting résumé packages together, and hauling shopping bags full of letters to the post office. (My postal clerk and I became very good friends!) I took a second extended trip to Florida, setting up interviews in three counties. Several offers came in, but they did not meet my needs or wants.

I returned to Boston feeling worn out and beginning to wonder whether I should rethink my career plans. But having gone this far, I

SUE KING PHOTO

Susan Leeds teaches fifth grade at Michael McCoy Elementary School, Orlando, Florida.

decided that I could not give up. I really wanted my own classroom. I continued to send out résumés, and finally—the week school opened in Florida—I got a call from a principal in Orange County, offering me a fifth grade class. Enrollment was higher than had been anticipated, and the school had had to add another classroom. The principal and I shared similar philosophies and I knew she was an administrator with whom I would like to work. I said I would be there in two weeks. I packed my belongings (my husband could not join me for another two months) and headed south to meet my new challenge.

I remember feeling tremendously apprehensive about my decision. I had the desire but felt unprepared and uncertain about my abilities, and I had so much to learn about fifth grade curriculum and classroom management. I was also concerned about meeting Florida's licensure requirements. I had been automatically licensed upon the completion of my Masters in Massachusetts. But in Florida, I would have to take a state teacher's exam and participate in a closely monitored beginning teachers program. I also was leaving a city I knew well and friends I knew I would miss.

Needless to say, it has all worked out. I am now licensed in Florida, still teaching fifth grade, and loving the curriculum and my school. I even won a Walt Disney "Teacherrific Award" last year for a science project I developed. I love being in the classroom and turning kids on to learning. I take advantage of the terrific staff development opportunities Orange County has to offer to keep learning and growing as a teacher. I now feel creatively and professionally fulfilled.

My advice to those who truly want to teach: be persistent. It'll be worth it in the end.

I spent three full days interviewing with recruiters from early in the morning until late at night.

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TEACHING IN A NON-PUBLIC SCHOOL

If you don't have a teaching license, but feel that you have the skills and/or the relevant work experience you'd need to be an effective teacher, you might consider teaching in an independent or parochial (church-affiliated) school. Non-public schools are not required by law to hire licensed teachers (though four of every five private school teachers do in fact hold a license). As a consequence, many are more open to hiring new teachers from varied and untraditional backgrounds than is the case in the public schools.

NON-PUBLIC SCHOOLS BY THE NUMBERS

Number of teachers in public schools	**2,489,000***
In all non-public schools	**361,000***
Number of students enrolled in public schools (in millions)	**43.3***
Number enrolled in all non-public schools (in millions)	**5.4***
Number of non-public schools in the U.S.	**24,690**
Number that are Catholic	**8,731**
Number that are affiliated with other religions	**11,476**
Number that are non-sectarian	**4,483**
Average student-teacher ratios in public schools	**17.4 to 1**
In Catholic schools	**19.8 to 1**
In other religious schools	**13.9 to 1**
In non-sectarian independent schools	**10.4 to 1**
Average annual salary of public school teachers	**$35,334**
Of private school teachers	**$22,362**

* 1993 estimate

Source: U.S. Department of Education, National Education Association

Moreover, the working day of a private school teacher—particularly, those employed by non-sectarian independent schools—can be markedly different from that of a teacher in a public school. Smaller classes, greater autonomy, less administrative paperwork, and fewer disciplinary problems are often (but certainly not always) cited by independent school teachers as the great advantages of an independent school setting.

As you might expect, there are drawbacks as well. Salaries are usually lower in non-public schools than they are for public school teachers, even in the immediate school district. And non-public schools (especially independent boarding schools) often demand greater commitment from their teachers in terms of involvement with extracurricular activities, student advisement, and the like. Some teachers who have worked in both settings say they simply are more comfortable in a public school environment because they support the principle of public schooling.

In fairness, however, many private school teachers say they feel the tradeoffs are worth it. For them, the greater classroom autonomy and strong school culture (or the personal fulfillment gained through a school's religious affiliation) outweigh any disadvantages that come with the job.

Q What are the qualifications, if not a teaching license?
Qualifications for teaching in non-public schools can vary considerably. At the minimum, schools seek teachers with Bachelor's degrees; some do require (and many prefer) a current teaching license. Many non-public school recruiters also look for teachers who can fill multiple roles—for instance, an English teacher who

can also teach drama and coach volleyball. Some schools seek out teachers who will thrive in a particular kind of setting—for example, a teacher with experience teaching in multi-age classrooms, in a single-sex environment, or with very progressive curricula.

Q How do I find out more about teaching jobs in non-public schools?

- Contact the National Association of Independent Schools (NAIS) for information about teaching in a non-sectarian independent school. The organization represents over 1,000 independent schools nationwide. NAIS can provide you with information about internship programs, independent school placement agencies, and the NAIS Employment Information Exchange, which is a service of the NAIS national conference held each spring. Contact: Associate Director of Academic Services, National Association of Independent Schools, 1620 L Street NW, Washington DC 20036 (202-973-9700).
- If you are interested in teaching in a Catholic or other religious school, contact the diocese, parish, or religious council of the communities in which you would like to work, or write to the Council for American Private Education, 1726 M Street NW, Suite 1102, Washington, D.C. 20036 (202-659-0016). Catholic schools are maintained and operated by the Catholic Church (202-659-0016), and serve more than half (2.9 million) of the 5.5 million students currently enrolled in private schools in the U.S. Other religious schools serve 1.7 million students, while non-sectarian schools serve 860,000. Most religious schools require teachers to be members of a particular faith, but some do not.
- As the term implies, *alternative schools* provide a different kind of education than traditionally organized public and private schools. Free schools, schools without walls, parent co-ops, street schools, community schools, storefront schools, and ethnic schools are all examples of this type. If there is any one common denominator, it may be that alternative schools generally call on students, parents, and teachers to have more direct involvement and input into the educational process. For more information, contact the National Coalition of Alternative Community Schools, P.O. Box 15036, Santa Fe, NM 87506 (505-474-4312).

For additional resource information on non-public schools, turn to page 97.

RESOURCES

Jobseekers' Guidebooks

The Job Search Handbook for Educators: 1993 ASCUS Annual. Association for School, College and University Staffing, Inc. 1600 Dodge Avenue, S-330, Evanston, IL 60201. 708-864-1999. An informative overview of job search strategies, including a timeline checklist, resume and interviewing suggestions, review of geographic and curriculum areas of high teacher demand, and classified ads from school districts. Available for $10 from the publisher.

The Teacher's Employment Guide: How to Get a Job in Education. Joel Levin. Holbrook, MA: Bob Adams, Inc., 1987. Complete job seeker's guide for recent graduates and professional teachers. Includes an overview of search strategies, teaching licensure tests, the licensing process, contracts, and benefits packages, as well as opportunities for overseas and summer employment.

From Contact to Contract: A Teacher's Employment Guide. Rebecca Anthony and Gerald Roe. Cranston, RI: The Carroll Press, 1992. Provides sample cover letters, information on various types of teacher contracts, and additional professional advice.

Educator's Passport to International Jobs. Rebecca Anthony and Gerald Roe. Princeton, NJ: Peterson's Guides, 1984. A guide for an international job search with lists of placement agencies, recruitment fairs, international organizations, and travel and interview information.

Careers in Education. Roy Edelfelt, Ed.D. Lincolnwood, IL: VGM Career Horizons, 1988. Provides information on varied career options in the education field, from classroom teaching to positions in school and district administration.

What Color is Your Parachute? Richard Nelson Bolles. Berkeley, CA: Ten Speed Press, 1988. Offers advice on how you can determine your best career path and coaches you through the steps of a general job search.

General Information

Directory of Public School Systems in the U.S. Association of School, College, and University Staffing, 1600 Dodge Avenue, S-330, Evanston, IL 60201; 708-864-1999. Lists contact people and available resources in school districts across the country. Call ASCUS for ordering information; prices vary depending upon the number of districts requested.

ISS Directory of Overseas Schools. Princeton, NJ: International Schools Service, Inc., 1987. This resource contains names, addresses, and other information on nearly 500 international elementary and secondary schools.

Education Week. Editorial Projects in Education, 4301 Connecticut Avenue, N.W., Suite 250, Washington, D.C. 20008; 202-364-4114. Covers pertinent national education topics and lists job openings—primarily for administrators—in its *Marketplace* section. The annual subscription rate is $59.94. The same organization publishes *Teacher* magazine ($18 per year), which covers important topics in the field but offers little in the way of help for jobseekers.

Job-Finding Services

In addition to conventional job search resources such as newspaper ads and college placement bulletins, the for-profit companies and employment agencies listed on the following page provide job-matching services or resources using a range of methods. Be aware that some of the services offered by these agencies involve information (names of school recruiters, for example), that is readily available to the public. If you are considering using a commercial service, we suggest that you contact several different agencies about their services and fees before proceeding. It may also be a good idea to check with the Better Business Bureau or your state attorney general's office for outstanding complaints before investing in such services. As a general rule, be wary of services that ask you to pay an upfront fee beyond a nominal processing charge. (Please note: a listing here does not constitute an endorsement by Recruiting New Teachers.)

SHORTCUTS INTO THE CLASSROOM

The following programs are designed to quickly place teacher candidates in classroom teaching positions, circumventing traditional teacher preparation routes. Most offer some form of teacher education and follow-up mentoring, but prospective applicants are encouraged to investigate the nature and full extent of those training programs—as well as the degree to which they are recognized by other school recruiters—before making any commitments. (Note: see also "Mid-Career and Alternative Licensure Programs," page 62.)

***Inner-City Teaching Corps (ICTC):* ICTC places college graduates in inner-city Chicago parochial schools. All volunteers participate in a six-week summer training program and have the opportunity to live with other ICTC volunteers, where they receive room, board, medical insurance, transportation, and a stipend. Other features of the program include ongoing support from ICTC instructors and teacher mentors. Contact: The Inner-City Teaching Corps, 2648 W. Pershing Rd., Chicago, IL 60632; 312-579-0150.**

***The Mississippi Teacher Corps:* The Mississippi Teacher Corps is a teacher recruitment project for Mississippi public schools. The program provides a structured induction program for promising liberal arts graduates to enter the teaching profession through alternative licensure routes. In exchange, participants commit to teach for one year in the district where they are placed and receive a salary commensurate with other first year teachers. While it is not necessary for Corps members to have experience in education, MTC seeks talented candidates with bachelor's degrees and strong backgrounds in mathematics, natural science, physical science, or foreign language. Contact: Ruby Anderson, Mississippi Teacher Corps, Mississippi Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, MS 39211; 601-982-6457.**

National Teachers Clearinghouse: NTC provides job listings to individuals seeking a position in teaching or school administration. Subscribers to the service receive information submitted by schools with specific job openings in the academic areas of greatest interest to them, within broad geographic areas they can select in advance. The service is expensive, charging $25 for one month's subscription and $65 for three months. It does not guarantee a minimum number of positions per report. NTC also offers mailing lists of school recruiters; rates per state range from $12 to $18. National Teachers Clearinghouse, P.O. Box 1257, Boston, MA 02118-1257; 617-267-3204.

Teaching Opportunities Catalog: This publication contacts all 2,800 public school districts in 16 states on the Eastern Seaboard and lists job openings for teachers. It is published nine times per year, and costs $48 for four issues or $94.50 for a full year. Teaching Opportunities, 637 Georges Road, North Brunswick, NJ 08902-3331; 800-969-4001.

Computerized Résumé Data Banks

Educators OnLine: This national database of teacher candidates was launched in the fall of 1992 and is being marketed (in part) through the National Education Association. Licensed and/or experienced teachers and new graduates of teacher education programs may join the candidate database for free; an update service that keeps your file current on the system costs $10. The database provides school recruiters with complete resumes and a way to scan all candidate records for certain criteria (educational credentials, teaching experience, extracurricular involvement, etc.). Educators OnLine, 2011 Crystal Drive, Suite 813, Arlington, VA 22202; 800-374-8322.

Connexion: A service of Peterson's Guides, Inc.' Connexion is a national database containing thousands of resume profiles of recent college graduates and mid-career professionals (in a range of fields). Employers can scan the database for candidates with specific qualifications such as state licenses, educational credentials, job experience, etc. Connexion, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123; 800-338-3282, ext. 561.

KiNexus: Like Connexion (above), KiNexus provides a computerized database containing resumes of college graduates and other professionals in a variety of fields to employers who subscribe to the service. KiNexus National Data Center, 640 N. LaSalle, Suite 560, Chicago, IL 60610; 800-828-0422.

Information on Non-Public Schools

The Boarding Schools Directory. National Association of Independent Schools, 1620 L Street NW, Washington DC 20036. NAIS also publishes the periodical *Independent School* and the directory, *Intern and Teaching Fellow Programs in Independent Schools.*

Peterson's Guide to Independent Schools 1991-1992. Peterson's Guides, P.O. Box 2123, Princeton, NJ, 08543-2123. Descriptions and contacts for hundreds of independent or private schools across the country with multiple indexes.

The Handbook of Private Schools: An Annual Descriptive Survey of Independent Education. Porter Sargent Publications, Inc., 11 Beacon Street, Boston, MA, 02108; 617-523-1670.

Independent School Placement Agencies

See the note, regarding computerized resume data banks; the same observations apply here. These job placement agencies tend to specialize in placing teachers in non-sectarian independent schools.

Bunting and Lyon, Inc.	Wallingford, CT	203-269-3333
Clifton Associates	Water Mill, NY	516-537-1989
The Education Group	Dallas, TX	800-369-9102; 214-696-3692
Educational Resources Group	Solebury, PA	215-297-8279
Independent Educational Services	Princeton, NJ	800-257-5102; 609-921-6195
School Service Bureau	Worcester, MA	508-757-9225

***Teach for America:* TFA is a national teacher corps designed to place recent college liberal arts graduates (and others) in two-year teaching positions in "under-resourced" urban and rural public schools in the U.S. Corps members are assigned to K-12 positions in districts having difficulty filling teaching positions; in exchange, members receive competitive first year teaching salaries. Math, science, bilingual education, and foreign languages are primary areas of high need. Assignments are made on the basis of corps member preference and college course work, along with school districts' needs and requirements. Education course work is not required.**

Application, interviews, and various state and school district requirements must be fulfilled. Training for the program (provided through a six-week summer institute in Los Angeles) is free, but all relocation and personal expenses are the responsibility of the corps member. Educational loan deferment and forgiveness programs are available. Competition to become a member of TFA is stiff. Contact: Teach for America, P.O. Box 5114, New York, NY 10185-5114; 1-800-TFA-1230.

***World Teach:* Founded in 1986, World Teach is an overseas educational development program. Participants teach ESL, math, science, and physical education for one year in developing countries. Shorter projects are available in China and South Africa.**

The program's cost of $3,500 covers participants' support for the year, including training, airfare, and health insurance. Host schools are responsible for providing volunteers' room and board, and a small stipend. Loan deferment and limited need-based financial aid are available. Contact: World Teach, Inc., Harvard Institute for International Development, One Eliot Street, Cambridge, MA 02138-5705; 617-495-5527.

6

Making the Most of a Career in Teaching

"Teachers are expected to reach unattainable goals with inadequate tools," wrote educator Haim Ginott more than two decades ago. " The miracle is that at times they accomplish this impossible task."

The miracle of good teaching does not come easily. The obstacles are legion, from crowded classrooms and inadequate resources to the kind of public indifference to their struggles that can sometimes make even the best and most dedicated teachers question their career choice. Nonetheless, the vast majority of today's teachers find both great and small satisfactions in their profession: working with children; meeting the daily challenges of their classrooms; learning from their colleagues and their kids; developing new skills and honing old ones. Most teachers believe, surveys show, that they are making a real contribution to society and to the children they teach.

These are the intrinsic rewards of teaching. They are difficult to calculate in dollars and cents, but rarely found in such abundance in other callings and professions.

How can you make the most of a career in teaching? In this chapter, you'll learn about strategies that good teachers use to maintain their dedication and commitment to their chosen profession—whether in their first year in the classroom, or their twenty-first.

TEACHING AND PROFESSIONAL SATISFACTION

INTRODUCTION: In some ways, the craft of teaching is not so very different from the art of learning: each depends upon curiosity, organized effort, commitment, and the joy of discovery. Good teachers are learners, ready to adopt new methods or adapt old theories to new classroom realities. They are willing to collaborate with colleagues, take risks, and sometimes fail—but learning from their mistakes new and better ways to help their students succeed.

Today, teaching is a profession in the midst of developing its own standards for expert and novice performance. In this respect, it is an undertaking that is constantly opening new vistas for individual and professional growth. Teachers can connect to these exciting developments by making sure that they are actively and continuously working to attain an evolving professional vision: expanding their subject knowledge, refining their teaching skills, deepening their understanding of the students they teach and the schools and communities in which they work; in sum, seeking to develop their own capacity to make a real difference for today's and tomorrow's students.

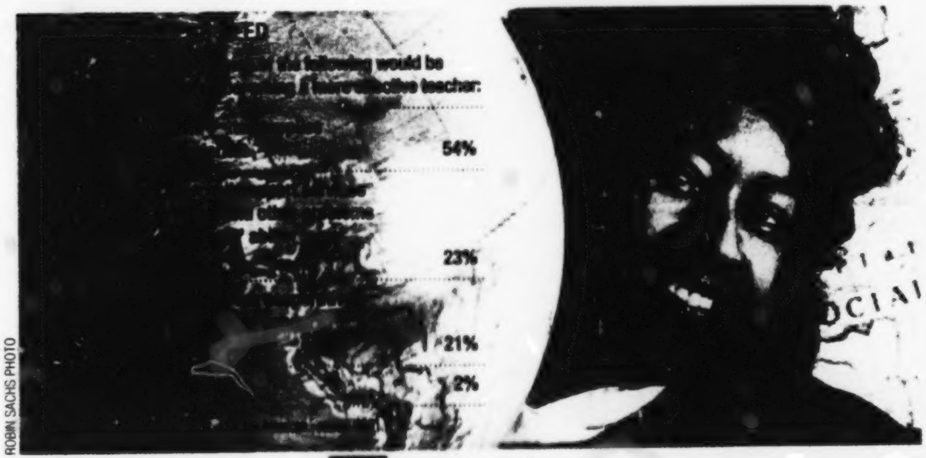
> ***"In a truly rational society, the best of us would be teachers, and the rest would have to settle for something less."***
>
> —LEE IACOCCA

Q What percentage of today's teachers are enthusiastic about their jobs?

Research shows that four of five teachers today are generally satisfied with their career in teaching. In one recent survey conducted by Metropolitan Life, a majority of teachers also indicated that they felt optimistic about the prospects for continued or improved job satisfaction in the future.

Q What makes them so enthusiastic?

Most teachers teach because of a desire to work with young people and help them learn. Many teachers also cite their profession's significance to society or a deep personal interest in a particular subject matter. In fact, study after study shows that even though teachers may be dissatisfied with certain aspects of their profession, they realize that they might not feel the same sense of fulfillment, were they to enter a different field. *(See "Why People Teach," page 3.)*



ROBIN SACHS PHOTO

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Q What conditions undercut teachers' career satisfaction?

Teachers point to the following as areas needing improvement:

- *Isolation:* Many teachers feel isolated in their classrooms, citing too few opportunities for the professional growth that can come from sharing with colleagues and learning from experts (and each other). In many schools and communities, this isolation is being broken down through team teaching, site-based management, and more attention to teacher networks and professional development, but the "egg-crate" school model—one teacher per classroom, working in relative isolation from the classrooms next door—remains the norm in far too many schools.
- *Class Size:* Teachers agree that smaller class sizes would greatly improve their ability to teach more effectively. While class sizes have been shrinking in recent years, the nation's economic downturn and cutbacks in public funding have forced many communities to reverse that trend.
- *Poor Classroom Conditions:* Along with class size, some teachers point to crumbling school buildings, outdated or inadequate texts and materials, and rising drug-use and crime rates among their students as the most challenging obstacles to good teaching.
- *Paperwork:* The less time spent on administrative tasks, the more time there is for teaching. Nearly two-thirds of all teachers surveyed by one recent study said their schools were getting worse at reducing the time they spend on administrative tasks. Less than a quarter said their schools were getting better at it.
- *Compensation:* While teachers' salaries have crept up in recent years, they still remain below the levels earned by counterparts in other professions—even after figuring in a two- to three-month summer vacation.
- *Esteem:* Many teachers feel that their work is not considered to be important by their community or by our society at large. Consequently, inadequate parental and community support is frequently cited by teachers as undermining their work.

Q For those reasons, do many current teachers want to leave the profession?

No. About three-quarters of all public school teachers hired since 1985 said in one recent survey that they expect to be teaching five years from now. (Only 7% said they thought they would leave the field of education altogether.)

Q Must teachers leave the classroom in order to advance their careers?

A few years ago, the only opportunities for professional advancement that were open to teachers would have meant just that—an exit from the classroom. However, school districts and educational organizations across the country have made important strides over the past decade in providing experienced teachers with opportunities to grow within their field, and to find new sources of professional satisfaction without having to give up classroom teaching.

The most prevalent form of professional development for teachers is the in-service workshop, designed to help them become more effective classroom practitioners. In 1991, seven out of every ten teachers participated in school district-sponsored workshops during the year.

At some school districts, experienced teachers find a source of professional growth and enrichment (along with, in many cases, additional compensation) through teacher-mentor programs, by acting as guides for new teachers. The new teacher may look to the mentor for advice, information, advocacy, supervision, evaluation, and perhaps more, depending on the design of the mentor program.

"Career ladders" provide another opportunity for professional growth. These programs are designed to attract and retain excellent teachers by offering avenues for professional advancement that don't necessarily lead outside of the classroom. Teachers identified as "master teachers" may have the opportunity to write curriculum, lead in-service workshops, conduct summer training sessions, or participate in national or regional education reform initiatives. In most cases, the higher rungs of the ladders bring higher levels of compensation as well. *(See "Teachers as Leaders of School Reform," page 108.)*

Finally, in some states such as North Carolina and Tennessee, teachers have access to special professional development "laboratories" or retreats. The North Carolina Center for the Advancement of Teaching, for example, rewards and rejuvenates particularly talented teachers with week-long sessions at its beautiful facility in the Smoky Mountains.

> ***"The key to success lies in creating . . . a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future."***
>
> —THE CARNEGIE TASK FORCE ON TEACHING AS A PROFESSION, 1986

Q What else can teachers do to remain dedicated to their profession?

Good teachers know the limits of what is possible; they don't expect miracles to happen each and every day. But neither do they sit and wait in the hope that they will happen. They are activists, and they reshape their own profession every working day. The strategies listed on pages 106–107 don't begin to do justice to all of the methods teachers use to maintain a sense of energy and personal and professional growth in their work. But they should give you an idea—and perhaps the inspiration to come up with some of your own.

The teachers who have lent their voices to this *Handbook* can be counted among these activists. Ira Ortega-Crawford *(page 4)*; Ed Wong *(page 10)*; Jackie Stanley *(page 75)*; and the others you've met within these pages are consummate professionals, skilled practitioners, lifelong learners, and pragmatic idealists—all at the same time. To the students they reach, these teachers are heroes. No one can tell—to paraphrase Henry Adams—where their influence will end.

One for All

SUSAN COLDWATER LLOYD

When we think of teachers, we tend to think of individuals working pretty much in isolation from each other—one to a classroom, in room after room down a long school hallway. But this story will paint a different picture: a portrait of teaching that many of us in the profession hope will, in time, become the norm.

In the schools where I began my teaching career, teachers planned for instruction, developed curriculum, graded papers, and taught—*alone.* Even the best teachers seemed as remote and disconnected from each other—though just as bright—as the stars in the Alabama sky. Although I felt I was doing a good job as a teacher, I knew I couldn't keep going year after year under those conditions. There had to be a better way. So, when I heard about a new and highly innovative magnet school in nearby Huntsville that would encourage teacher teamwork, I jumped at the opportunity.

In 1987, I volunteered to teach at this school, the Academy for Science and Foreign Language, because I was excited by the chance to work with creative, innovative teachers who were on the "cutting edge" and growing professionally. The system was willing to let us try new ideas, to stretch or even break the rules. The parents, too, wanted innovation and were strong supporters of the school.

I noticed a difference from the very first day. Since the teachers all participated in developing the Academy's mission and philosophy, we felt deeply committed to what we helped to create. Our sixth grade team—that's us in the photo—worked closely with the foreign language teachers on all aspects of curriculum integration. We shaped the curriculum around central themes to ensure that the children would see meaning, relevance, and coherence in their schoolwork. We also worked closely with the gifted-and-talented teacher, who brought in a great range of community people to offer mini-courses for enrichment. Everything we did was marked by a sense of professional respect for each other's talents and sensitivities. Even when we disagreed—which was fairly often, since we were all assertive people and were used to working alone—we found ways to get around our own egos and achieve a workable compromise.

We all thought we'd died and gone to heaven.

ROBIN SACHS PHOTO

I've since transferred to a different school. Here at McDonnell Elementary, I am once again blessed with a forward-thinking, cooperative team and a principal who has provided important financial and emotional support as we try new approaches in student management, curriculum, and teaching methods.

Call it a small miracle. Instead of a constellation of remote, disconnected stars, the teaching model we're building at our school feels more like a shower of whirling, whizzing meteorites. Let there be light.

I am especially excited about the innovations we are developing together—as a *faculty.* At the principal's request, we formed a teacher task force to develop a way to recognize excellence in teaching among our staff. We were thrilled with the resulting program, but more importantly, we were empowered by the realization that we could work together to creatively solve a very complex problem. Emboldened by that success, we pushed ahead and developed a site-based management program that involves every member of our school staff in the whole range of school decision-making.

Call it a small miracle. Instead of a constellation of remote, disconnected stars, the teaching model we're building at our school feels more like a shower of whirling, whizzing meteorites. Let there be light.

Susan Coldwater Lloyd *(second from left)* was the 1990 Alabama Teacher of the Year.

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Strategies for Success

MEETING THE CHALLENGE OF THE FIRST YEAR

The experience of first-year teachers varies from one extreme to the other. Some new teachers—the beneficiaries of solid induction and mentoring programs—call it just as challenging (and twice as fulfilling) as they had imagined it would be. Others—particularly those who were left to "sink or swim" on their own—may remember it as the most difficult year of their life.

Over the past ten years, schools and school districts have begun paying greater attention to the ways teachers are ushered into the profession, through formal teacher mentor programs, first-year teacher networks, end-of-summer orientation classes, and other induction experiences. Unfortunately, many of the most promising programs initiated during the 1980s have been pared back or have fallen victim to budget cuts caused by the economic recession of the early 1990s. Ultimately, it is up to each first-year teacher to take full advantage of whatever programs are offered by their new employers—and to supplement those programs by taking the initiative themselves.

In 1990, at a conference sponsored by the Massachusetts Teachers Association and the Massachusetts Field Center for Teaching and Learning, a group of beginning teachers met to discuss their first year. Drawing from their own experience, they shared the following recommendations for incoming teachers:

- Orient yourself as early as you can, preferably before school begins. Organize your classroom; gather books, supplies, and teaching materials. Discover where school materials are stored and how to get access to them. Review school policies and the curriculum. Plan strategies for collecting and distributing paperwork, grading papers, and other record-keeping tasks. Plan (and practice) getting-acquainted strategies for the first day of school.
- Introduce yourself to the school staff: librarians, custodians, administrative assistants, guidance counselors, special needs teachers, and other personnel such as speech pathologists and psychologists. Just as important: help them get to know *you*. They will be your primary support network, along with your fellow teachers.
- Develop a mentor/mentee relationship with someone you feel comfortable talking to—a department head or experienced colleague, perhaps—to discuss classroom management and establish concrete steps for dealing with behavior problems in your classroom (among other issues).

Strategies for Success

- Ask a mentor or a senior teacher for guidance in establishing goals and expectations for yourself and your students.
- Make contact on a daily basis—or more frequently—with other teachers and administrators. Ask questions; ask for advice and guidance. Protect yourself from isolation. Remember: sharing your own ideas with others is as important as asking for theirs.
- Share your experiences with another first-year teacher—perhaps a classmate or group of classmates from your teacher education program.
- Evaluate your own lessons and log your comments for future use. Keep "emergency" lessons on hand, for those moments when regularly scheduled lessons simply aren't working.
- Establish communication with parents early on. Make positive phone contact with them whenever possible; involve them in the classroom whenever appropriate; and include your entire teaching team (if you're part of one) in parent conferences.
- Become familiar with the surrounding community. Read local papers and make contacts with community leaders if you can.
- Take the time to keep up to date on trends and issues in education.
- Laugh with your students at least once a day.

NEW TEACHERS' EXPECTATIONS VS. EXPERIENCES

I agree that:	Before the First Year	After the First Year
All children can learn.	99%	98%
I can really make a difference in the lives of my students.	99%	98%
Many children come to school with so many problems that it's very difficult for them to be good students.	75%	89%
My training has prepared me to teach students from a variety of backgrounds.	80%	69%
Most teachers are dedicated to their work.	90%	91%

Source: The Metropolitan Life Survey of the American Teacher, 1991.

In 1990 and 1991, pollster Louis Harris asked more than a thousand new teachers if they agreed with a series of statements at the beginning of their first year in the classroom, and again at the end. The results of his survey are presented in the table to the left.

Strategies for Success

KEEPING THE FLAME ALIVE

How do good teachers stay that way?

Maintaining the enthusiasm and energy that effective teaching requires isn't automatic—even for the best and most dedicated teachers. It requires a continual openness to new teaching strategies and an abiding passion for *learning:* learning new curricula, new skills, new ways to communicate with students.

The following suggestions represent just some of the ways teachers have found to sustain the enthusiasm that led them into teaching in the first place.

- Actively seek opportunities for your own professional development, through your school or district or through a local university or teacher college.
- Join professional organizations within your curriculum area. Attend national or regional conferences, workshops, or retreats for teachers and other educators. Apply for a fellowship or professional development grant *(see the Resources section on page 111).*
- Consider becoming a mentor teacher or find some other way to become involved in recruiting and educating new teachers. (For example: launch a Celebration of Teaching program or a Future Educators of America chapter at your school. *See page 36 and the Resource section at the conclusion of this chapter.*)
- View yourself as an agent for reform, not simply a target of reforms imposed upon you. Visit other schools and classrooms in your district that have restructured or are pursuing creative forms of teaching and school management (when you can). Connect with other teachers to talk about education, classroom management, and reform issues. *(See "Teachers as Leaders of School Reform" on page 108.)*
- Gain access to an on-line network or computer "bulletin board" that serves teachers. (The computer resource teacher at your school may be able to help.)
- Try to be aware of new developments in research on learning theory and cognitive science. Create an informal "study group" of colleagues to help you keep up-to-date—and incorporate those developments into your own teaching practices.

Strategies for Success

- Write about what you do. Keep a classroom journal or log. Collaborate with other teachers on an article for publication in a local or regional newspaper or in a national journal or magazine.
- Relinquish a little autonomy and explore the benefits of colleagueship. Tell other teachers what you do, and invite them to observe your teaching. Open your door.
- Practice lifelong learning. Learn something new that will enrich your personal life and that you can share with your students.
- Volunteer for a new assignment. Consider teaching in a different grade, school, or district.
- Take a sabbatical—even if it's just one mental-health-day long.

CAROLYN HINE PHOTO

David Nordstrom teaches high school chemistry and biology in Auburn, Maine. He began teaching in 1986.

"What keeps me going? I think of teaching as a constant experiment in applied philosophy or psychology. Every day, I'm exploring, learning, trying new things. That's what makes it fun."

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Strategies for Success

TEACHERS AS LEADERS OF SCHOOL REFORM

Ironically, teachers in the United States have rarely been accorded a significant role in shaping the nation's school agenda or the structure of the education system. Education reform has primarily been the domain of state policymakers and educators at the university level. But this is beginning to change; teacher involvement in school management, curriculum development, and assessment issues is a centerpiece of many school reform proposals.

Some observers date the beginning of this change with the 1983 publication of *A Nation at Risk,* the Carnegie Corporation's scathing indictment of the nation's schools and their incapacity to prepare Americans for the challenges of the twenty-first century. As an outgrowth of that report, the Carnegie Corporation's Forum on Education and the Economy published *A Nation Prepared: Teachers for the 21st Century in 1986.* That report called (in part) for teachers "to provide active leadership in the redesign of schools and in helping their colleagues to uphold high standards of learning and teaching."

A Nation Prepared was not a magic wand: teachers across the nation did not automatically and immediately become active leaders in school reform. But in the seven years since the report was published, teachers have taken on important—some would say crucial—roles in helping to shape their changing profession and the way schools work.

- *The National Board for Professional Teaching Standards:* This 64-member national commission, launched in response to a principal recommendation of *A Nation Prepared,* is working to develop a system of advanced, voluntary certification for elementary and secondary school teachers. The Board seeks to establish high standards for what teachers should know and be able to do, and to certify highly skilled veteran teachers who meet those standards. Under the by-laws of the organization, the majority of its members must be classroom teachers, who are chosen on the basis of their outstanding records of accomplishment as well as for leadership in a curriculum area or in one of the two national teacher unions. The Board hopes to announce its first certification standards in 1995.
- *State-level Standards Boards:* Nine states have already instituted independent standards boards to determine and administer the standards by which they license teachers. (While the National Board is concerned with recognizing and rewarding

experienced teachers who meet advanced standards of knowledge and practice, these state standards boards are designed to protect the public interest by requiring minimum standards of all new teachers.) Teachers are being given prominent (and frequently majority) roles on these independent boards.

REFORM AT THE GRASS ROOTS LEVEL

The national education reform initiatives may speak of teachers as leaders and include teacher representatives on their steering committees—but on a practical level, is it really possible for individual teachers to bring about change in their schools and communities?

Kitty Boles and Vivien Troen, elementary school teachers and veterans of hard-won reforms in Brookline, Massachusetts might answer: possible, yes; easy, no.

"It took two years of hard work," Kitty Boles remembers, "and intense lobbying to realize our goal." Acting out of dissatisfaction with the "isolating nature of classroom teaching" and their belief that "educators need to work in teams in order to eliminate that isolation," Boles and Troen created a Teaching Project that overturned many longstanding practices for the participating teachers in their school. The project included the development of a teaching team to enable teachers to compare notes and gain a deeper understanding of their students. Boles and Troen also established a university/school collaboration enabling teacher education students to join the team for an entire school year, and provided time for team teachers away from the classroom to assume "alternative roles" (researcher, curriculum writer, college instructor/supervisor).

In the course of the project, the two teachers concluded that:

- Teachers cannot work alone. The teachers on the team found that collegial conversation was "addictive." Once they discovered the value of on-going, constructive networking, they couldn't get enough of it.
- Teachers need support from school administration. The business of reform is difficult enough with at least the tacit support of the principal and school district. It is nearly impossible in the face of outright resistance.
- Teachers need to learn how schools work. Changing practices that have been in place for decades requires a sensitivity to individuals who will be affected, and to a school's organizational culture. Reading and learning about other organizational cultures, such as businesses, can be an excellent way to understand how the school functions and how it might respond to change.
- Teachers need leadership skills. These skills are not usually part of teacher education—but they are vital to education reform. Teachers who want to take the lead in bringing about school reform must develop first-class communication, managerial, budgeting, and fundraising skills.

Sound challenging? As though it will take a lot of time? You're right on both counts. But—as Kitty Boles and Vivien Troen would certainly testify—the rewards in terms of heightened professional satisfaction and better learning experiences for students are more than worth the effort.

Strategies for Success

- *Curriculum Reform:* Teachers are also playing important roles in the efforts of several national professional associations to design new curriculum standards—for example, the work of the National Council of Teachers of Mathematics, which has begun to revolutionize the way math is taught in classrooms across the country.
- *Site-Based Management:* More and more school districts are placing responsibility for school governance in the hands of administrators, teachers, and parents at the school building level. The hope is that individuals with a personal stake in the success of their school will make the best and most appropriate decisions regarding how it should work. At schools following this form of management, teachers play leading roles in determining school structure and curriculum, the hiring of new teachers and administrators, and the like.
- *Professional Development Schools:* PDSs are a particularly promising innovation for school reform and teacher education because they depend upon close links between school districts and schools of education. In a typical PDS, master teachers guide interns through the completion of their teacher education in cooperation with university faculty. They may also collaborate on relevant education research. The teachers are renewed, the interns benefit from their mentors' practical experience, and the college faculty members are able to connect their research and teaching with real-world classrooms.
- *Other State and National Education Reform Efforts:* Teachers are contributing to the process of school reform in a variety of other ways as well. For example, the non-profit organization IMPACT II has convened panels and organized networks of innovative teachers in an effort to "create a vision of the future for teaching and learning" in the United States. Teachers have also played prominent roles in the reform efforts of the National Council for Accreditation of Teacher Education (NCATE) and the two teacher unions—the National Education Association and the American Federation of Teachers. Finally, a number of reform-minded states, including Michigan, Maine, New York, Kentucky, Pennsylvania, South Carolina, and Florida have launched initiatives aimed in part at helping teachers grow professionally and empowering them to participate more fully in the design and management of their schools.

The above list is extremely abbreviated; every page in this *Handbook* could be filled with examples of how teachers are moving out of traditional, isolated classroom roles and taking increased responsibility for changing the way schools work. In that respect, there has never been a more exciting time to be a teacher in America.

RESOURCES

Books and Reports/About Teaching and School Reform

A Nation Prepared: Teachers for the 21st Century. New York: Carnegie Forum on Education and the Economy. 1986. Seminal reform proposal that calls for "the professionalization of teaching."

A Place Called School. Goodlad, John. New York: McGraw Hill. 1984. Landmark study of school organization and culture by one of the nation's preeminent school researchers.

A Letter to Teachers: Reflections on Schooling and the Art of Teaching. Perrone, Vito. Jossey-Bass Publishers: San Francisco. 1991. Reflections from a respected teacher educator on classroom practice, teachers' roles, and the need for education to focus on each student's needs and abilities.

A Teacher's Guide to Classroom Research. Hopkins, D. Philadelphia: Open University Press. 1985. Original and creative approaches for conducting research in the classroom.

Schoolteacher: A Sociological Study. Lortie, Daniel. Chicago: University of Chicago Press. 1975. Authoritative sociological study of teachers' view of their profession.

Teachers at Work: Achieving Success in Our Schools. Johnson, Susan Moore. New York: Basic Books, Inc. 1990. A manifesto detailing the critical role of teachers in school reform.

Team Building for School Change: Equipping Teachers for New Roles. Maeroff, Gene. New York: Teachers College Press. 1993. Discussion of the responsibilities teachers must take on as leaders of education reform.

Marva Collins' Way. Collins, Marva and Tamarkin, Civia. Los Angeles: Jeremy P. Tarcher, Inc. 1982. Account of renowned educator's struggles and triumphs in Chicago's inner-city schools.

Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice. Wasley, Patricia. New York: Teachers College Press. 1991. Discussion and case studies of teachers who have become leaders in school reform.

TEACHING OPPORTUNITIES ABROAD

To some, one of teaching's greatest attributes is its transferability abroad. For experienced teachers who would like the challenge of living and working in another culture, there are a number of resources and programs available.

To teach in an American overseas school, a teaching license and two or three years of experience is usually required. Those in the process of obtaining a license or a specialized degree may be considered, especially if they are willing to work in a developing country. Teachers will have a better chance of being hired for a position abroad if they are open to teaching in a variety of locations; can commit for at least two years; are able to teach several subjects; and are in excellent physical and emotional health. Listed below are international resources to contact for more information.

Fulbright Teacher Exchange Program. A booklet and list of programs is available on opportunities to teach or study overseas. Contact: USIA, 600 Maryland Avenue, S.W., Rm. 142, Washington D.C. 20024, 202-382-8586.

Private Schools with U.S. State Department Affiliation. Each of these schools does its own hiring. Children native to the host country make up part of the student population. Contact: Office of Overseas Schools, Room 234, SA-6, U.S. Department of State, Washington, DC 20520.

Department of Defense Dependents Schools. Teachers in these American schools are U.S. government employees. Contact: Overseas Employment for Educators, U.S. Department of Defense, Office of Dependents Schools, Room 152, Hoffman Building #1, 2461 Eisenhower Avenue, Alexandria, VA 22331.

Company Schools. Privately run by multinational corporations. Contact: The ISS Directory of Overseas Schools, International Schools Services, P.O. Box 5910, Princeton, NJ 08540.

Church-Affiliated Schools. Also privately run, by religious organizations. Contact: United Church Board for World Ministries, 475 Riverside Drive, New York, NY 10015.

The Peace Corps. Several months of training is provided prior to living in the host country. Following a stint in the Corps, members have access to a range of programs intended to help them become teachers in the U.S. Contact: Peace Corps Recruiting Office, 1990 K Street NW, Washington, DC 20526.

International Placement Services. Write or call for information from each of these service organizations. *European Council of International Schools* (ECIS), Dept. PO, 21 Lavant Street, Petersfield, Hampshire GU32 3EL, England (44-730-68244). *Association for the Advancement of International Education* (AAIE), Thompson House, Westminster College, New Wilmington, PA 16172 (412-946-7192). *Experiment in International Living,* School for International Training, Placement Hotline, c/o PDRC, F-8 (Gen), P.O. Box 676, Kipling Road, Brattleboro, VT 05302 (802-257-7752, ext. 2052). *Friends of World Teaching,* P.O. Box 1049, San Diego, CA 92112-1049 (619-275-4066). *The International Educator's Institute,* PO Box 103, West Bridgewater, MA 02379 (508-580-1880); publishes "The International Educator" five times a year. *Overseas Academic Opportunities,* 949 East 29th Street, 2nd Floor, Brooklyn, NY 11210.

Books and Reports/About the First Year of Teaching

The First Year of Teaching. Kane, Pearl Rock, ed. New York: Walker and Company. 1991. Eloquent glimpses into the first year of teaching as expressed through short stories by the teachers themselves.

Voices of Beginning Teaches: Visions & Realities. Dollase, Richard. New York: Teachers College Press. 1992. Study of first-year teachers and their experiences and perceptions.

Teachers' Work: Individuals, Colleagues, and Contexts. Little, Judith Warren, and McLaughlin, Milbrey. New York: Teachers College Press. 1993. Also by McLaughlin: *The Contexts of Teaching in Secondary Schools: Teachers' Realities.* New York: Teachers College Press. 1990. Observations on teachers and teaching by two of the nation's foremost educational researchers focusing on professional development.

The Reflective Practitioner: How Professionals Think in Action. Schon, D. New York: Basic Books, Inc. 1983. Problem-solving techniques teachers might apply to challenges in their professional lives.

Schools for Thought. Bruer, John. Cambridge, MA: The MIT Press. 1993. A general introduction to cognitive research, and a call to action on applying the science of learning to classroom practices nationwide.

Books and Reports/About Classroom Management

Keys to the Classroom: A Teacher's Guide to the First Month of School. Moran, Carrol, *et al.* Corwin Press, Inc., Newbury Park, CA 91320. 805-499-9774. $26.95. Workbook geared specifically toward elementary school teachers; includes lesson plans, suggestions for daily procedures, and other activities (many in Spanish and English versions).

New Teachers Handbook. Second Edition. IMPACT II. New York. 1991. 285 West Broadway, Room 540, New York, NY 10013-22272. $9.50 plus $2.50 shipping. 212-966-5582. Handbook written by national network of teachers: contains practical classroom management strategies, sample classroom design layouts, resources. (Also: *Experienced Teachers Handbook.* $10.95, and *Teacher/Parent Partnerships Handbook.* $9.50.)

The First Days of School: How to Be an Effective Teacher. Wong, Harry K. and Rosemary T. $29.95. HKW Publications, 1030 W. Maude, #507, Sunnyvale, CA 94086. 408-732-1388. A handbook on classroom management and effective teaching, covering issues from positive expectations to lesson mastery.

Opportunities/Resources

Grants for Teachers: A Guide to Federal and Private Funding. Ferguson, Jacqueline. Capitol Publications, Inc. P.O. Box 1453, Alexandria, VA 22313-2053. $47.00. 800-327-7203. A how-to guide to grant opportunities for teachers, administrators, and schools for professional development and special projects. Lists over 200 resources.

A Teacher's Guide to Fellowships and Awards. O'Connor, Berns, and Libby. Massachusetts Secretary of State. Boston: State House Bookstore. 1991. 617-727-2834. Listings (by curriculum and topic areas) of professional opportunities, grants programs, and fellowships available to teachers in Massachusetts and across the nation.

Grants for Elementary and Secondary Education. New York: The Foundation Center. 1991. 79 Fifth Ave., New York, NY 10003-3050. 212-620-4230. $55 plus $4.50 shipping. Directory of grants to private and public schools, school systems, and other agencies and organizations involved in K-12 education.

A Teacher's Guide to the U.S. Department of Education. This reference guide provides a description of resources available to educators through the U.S. Department of Education, including a general description of programs and their location within the Department. The guide is available through Tony Fowler, Office of Intergovernmental and Inter-agency Affairs, U.S. Department of Education, 400 Maryland Avenue, NW, Washington DC 20202.

International Internships and Volunteer Programs: International Options for Students and Professionals. Cantrell, William and Modderno, Francine. Worldwise Books, P.O. Box 3030 Oakton, VA 22124. 1992. $18.95. Profiles 150 organizations, program qualifications, and application information.

Opportunities in Teaching Careers. Fine, Janet. Lincolnwood, IL: VGM Career Horizons, a division of NTC Publishing Group. 1989. $8.95. Offers an overview of the teaching field and information on career advancement and resources including educational associations, student organizations, professional fraternities, sororities, and societies.

Opportunities/Programs

Note: The following represent just a sampling of the many recognition and fellowship programs open to practicing teachers. For more complete lists, see the reference books listed under "Resources," above.

Christa McAuliffe Fellowship Programs. Christa McAuliffe Institute for Educational Pioneering and the National Foundation for the Improvement of Education. Annual "Christa McAuliffe Fellowships" provide around $34,000 to selected outstanding teachers, enabling them to work with the Institute for one year to conduct research, consult with schools, or develop innovative programs. For applications and report information contact: Christa McAuliffe Fellowships, NFIE, 1201 16th Street, NW, Washington, DC 20036. 202-822-7840.

Federal Christa McAuliffe Fellowships. A separate, federally funded program offers one-year fellowships to outstanding teachers through their state education departments. Teachers who have taught for at least eight years are eligible. Interested teachers should contact their state department of education for application information.

Klingenstein Center Opportunities. The Joseph Klingenstein Center, located at Columbia University's Teachers College, provides school teachers with a range of professional development opportunities. Each year the Center sponsors the three-week Klingenstein Summer Institute for 50 teachers from independent schools around the world. Other offerings include the Private School Leadership program, the Visiting Fellows Program for Heads of Independent Schools, and Year-Long Klingenstein Fellowships. Prospective applicants for the Summer institute must apply by January 15th (call the Center for details on other programs). Contact the Esther A. and Joseph Klingenstein Center, Teachers College, Columbia University, Box 125, New York City, NY 10027. 212/678-3449.

Sallie Mae First-Year Teacher Award. 100 new teachers annually win $1,000. Administered by the American Association of School Administrators, and sponsored by the Student Loan Marketing Association. For an application write: Sallie Mae Teacher Awards Program, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988.

Woodrow Wilson Teachers Teaching Teachers Leadership Program in Science, History and Math. Peer-led summer institutes to deepen and strengthen the pedagogical, professional, and methodological domains of science, history, and math teaching. Contact: Woodrow Wilson National Fellowship Foundation, Box 2421, Princeton, NJ 08543. 609-924-4666.

NEH Teacher-Scholar Program. Teachers may apply to the National Endowment for the Humanities to support a full year of independent study in a discipline of the humanities. Stipends range up to $30,000. NEH also offers 3- and 4-week summer institutes for humanities teachers on a range of topics. Contact: Teacher/Scholar Program, Division of Education Programs, NEH, 1100 Pennsylvania Avenue, NW, Room 302, Washington, DC 20506. 202-606-8377.

American Teacher Awards. Sponsored by the Walt Disney Company. National awards competition showcases skills and talents of 36 finalists, televised on the Disney Channel. Cash awards have totaled more than $250,000. Self-nomination process, applications available from Walt Disney Presents the American Teacher Awards, P.O. Box 9805, Calabasas, CA 91372.

Dolores Kohl Education Foundation Awards. This foundation recognizes 12 outstanding Pre-K-12 educators with awards of $1,000 each. Applications available from the Dolores Kohl Education Foundation, 165 Greenbay Road, Wilmette, IL 60091. 708-256-3000.

National Celebration of Teaching Program. Geraldine R. Dodge Foundation. Teachers may apply for grants to create workshops and other experiences designed to recruit young people into the teaching profession. Contact: Ruth Campopiano or Peter Schmidt, Co-Directors, Celebration of Teaching, Geraldine R. Dodge Foundation, 95 Madison Avenue, P.O. Box 1239, Morristown, NJ 07960. 201-540-8442.

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A Teacher's Story

JANICE ANDERSON CONNOLLY

This closing essay to the RNT Careers in Teaching Handbook is excerpted from "Don't Waste Your Time With Those Kids," an entry in The First Year of Teaching—a collection of stories by teachers recalling their first tentative steps into their chosen profession. In her essay, author Janice Anderson Connolly writes about having to break up a fight during her last-period class on her first day as a teacher—and wondering if she was cut out for the profession after all.

I tried to repeat my morning lessons in which I had taken such pride, but I was met with a sea of guarded faces. As the class was leaving, I detained Mark, the boy who had seemed to be the instigator of the fight. With a dead voice he said to me, "Lady, don't waste your time. We're the retards." Dumbstruck, I didn't respond, and he strolled out of the room.

I slumped into my chair behind my neatly arranged desk, touched a petal on one of the roses I had brought for the first day, and wondered if I should have become a teacher. Was the only cure for problems like this to get out? I told myself I'd suffer for one year, and after my marriage next summer I'd do something more rewarding.

"They got to you, didn't they?" It was my colleague from across the hall. I nodded in reply.

"Look, don't worry. There are only fourteen of them, and most of them won't graduate anyway. Don't waste your time with those kids. Put your energy into the good kids."

"What do you mean?"

"Those kids live in the shacks, in the fields. They're migratory labor, pickers' kids. . . . I had to tell those guys to shut up at lunch today. Anyhow, they only come to school when they feel like it. Just keep 'em busy and quiet, and everything will be fine. If they cause you trouble, send 'em to me."

Numb, I sat and stared for what seemed like hours, then gathered my things to go home. I couldn't erase the look on Mark's face as he said, "We're the retards." Retard. The word clattered in my brain and couldn't find a quiet spot to rest. Its echo was beginning to give me a splitting headache, and I knew I had to do something drastic.

The next afternoon I went to my colleague's classroom and politely asked him not to come into my class again, that I needed to try to handle the kids my own way, by myself. Then I quickly turned away and walked back to my territory, determined to claim what was mine. I left my desk and stood in the middle of the class surrounded by those fourteen special students. I made eye contact with each of them, and then I turned, and wrote ECINAJ.

I said, "That's my first name. Can one of you tell me what it is, please?"

They told me my letters were "weird" and that they had never seen that name before. I went to the board again. This time I wrote JANICE. Several of them blurted out my name and then gave me a funny look. They couldn't tell what was happening and seemed to fear I was playing a joke on them. They became tense and wary.

"Okay, my name is Janice. I'm learning impaired, something called dyslexic. When I began school I couldn't write my own name correctly. I couldn't spell and numbers swam in my head. I was labeled 'retarded.' That's right–I was a 'retard.' RETARD. I can still hear those awful voices and feel the shame."

"Yeah, so how'd you become a teacher?"

"Because I hate labels and I'm not stupid and I love to learn. That's what this class is going to be about. If you like the label 'retard,' then you don't belong here. Change classes. I don't want you here. There are no retarded people in this room. I'm not going to be easy on you. We're going to work and work and work some more until you catch up. You will graduate and I hope some of you will go on to college. That's not a joke or a threat—it's a promise. I don't ever want to hear the word retard in this room ever again. Do you understand?"

Somehow, after that, I thought they sat up a little straighter.

We did work, and I soon caught glimpses of promise. Mark, especially, seemed to be very bright. I heard him tell a boy in the hall, "This book's real good. We don't read baby books in there." He was holding a copy of *To Kill a Mockingbird,* a book I still love to teach now, twenty-five years later.

Months flew by, and the improvement was wonderful. Finally, Mark said one day, "But people still think we're stupid 'cause we don't talk right." It was the moment I had been waiting for. Now we could begin an intensive study of grammar, because they wanted it. I was sorry to see June approach; they wanted to learn so much.

All my students knew I was getting married and moving out of state. I overheard whispers about presents and flowers. The students in the last-period class were visibly agitated. Most of my special fourteen came from families so poor that the school assistance program was the only guarantee of warm clothing and decent meals for these students. Mark, however, had a plan. On weekends he cleaned the local flower shop, weeded the gardens, and did general maintenance. He had seen the orders for flowers from several of my classes. Poverty is as much a label as "retard," and he was becoming too proud ever to wear an insulting label again.

He called the local funeral parlors and explained that his teacher was leaving and he and his classmates needed flowers for her. He arranged to have several bouquets from the flower car saved after each funeral was over. He also asked for all the "tired" flowers in the florist's shop.

So on my final day of that first year I was greeted by the principal as I entered the school. "Miss Anderson, will you come with me, please. There's a problem with your room." He looked straight ahead as he strode down the hall, and I silently followed.

There was a crowd by my classroom; my Period 7 class was outside too, grinning. Mark said very loudly and proudly, "Miss Anderson, Period 2 got you roses, Period 3 got you a corsage, but we love you more." He motioned to my door. I looked inside the room.

It was amazing. There were funeral sprays in each corner, bouquets on the desks and filing cabinets, and a funeral blanket across my desk.

I started to cry, and they joined me. We all cried. It was one of the most touching moments of my life.

That was the end of Janice Connolly's first year of teaching—but it was not the end of her story. She writes that every one of those fourteen students did graduate two years later. Six earned scholarships to college. And, as she marvels in the conclusion of her essay: the chapters of that first-year story continue to unfold to this day. . . .

The years have passed quickly, and I'm teaching back in the same area again—this time in an academically strong school not too far from where I began my career. Strangely enough, next year I hope to have Mark's son in my sophomore honors English class. Mark married his college sweetheart, and he is a successful businessman. His son has had all the privileges his father never had, and I hope he has the richness of spirit and compassion that his father had in such abundance.

Sometimes now I laugh at myself recalling the end of that first day, that I was thinking desperately of leaving teaching and "doing something rewarding." What greater reward could there ever be than the privilege and responsibility of trying to make a permanent difference in the life of a child.

Excerpted from *The First Year of Teaching: Real World Stories from America's Teachers*, edited by Pearl Rock Kane (Walker and Company, New York, 1991).

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